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ABSTRACT

The proceedings of the 1990 Mid-South Educational Research Association (MSERA) are presented. This document includes a list of MSERA association officers and directors; lists of standing and special committees; the constitution and bylaws of the MSERA; and abstracts of discussion sessions, display sessions, symposia, and training sessions. Symposia topics include: developing a curriculum-based assessment instrument for screening at-risk students; women in educational administration; the effect of a year-long internship on first-year teaching performance; education environment assessment and data-based school improvement--a progress report of a statewide project; applications of qualitative methods with low incidence populations; factors that influence the teaching performance of preservice elementary school mathematics teachers; scientific methodology and the compatibility of qualitative and quantitative procedures; school-business partnerships--uneasy alliance or educational reform; program evaluation and development of writing across the curriculum; whole language approaches to learning; the positive impact of mathematics consortium training on student achievement and perceptions in math and science; the development of Louisiana's school stratification model; reflecting on reform--whether meaningful change in schools is really possible; school-based decision making--implementation efforts, decision-making styles, school and classroom climate data, and teacher empowerment studies; videotaping a semester-long graduate course for a distance education project--procedures, problems, and pitfalls; four lessons for teaching undergraduates to think in educational psychology; grant winning strategies; the nature of the thought behind reflective practice; models for assessing the impact of student financial aid; promoting reflective practice in education; and science and mathematics instruction in rural public schools. An index of meeting participants is appended. (TJH)

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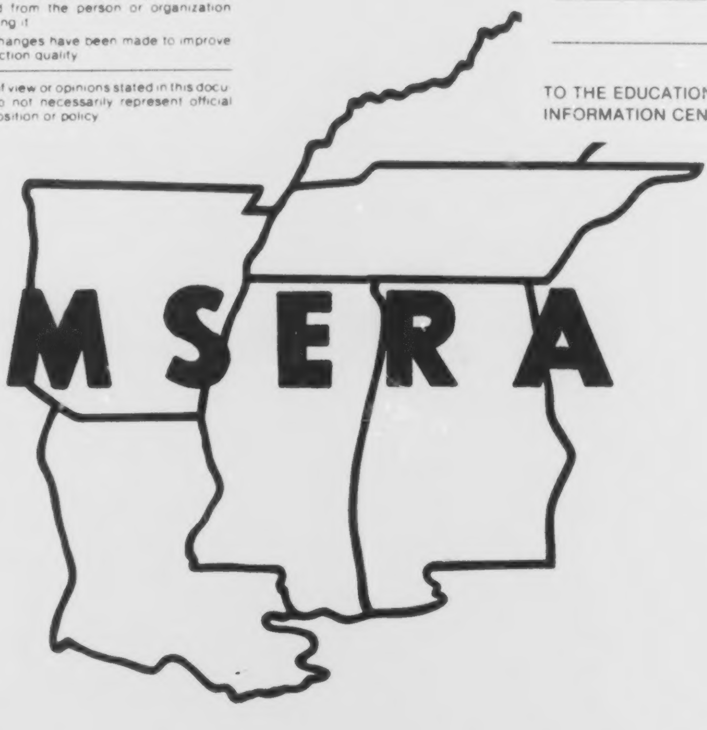

Nineteenth Annual Meeting

New Orleans, Louisiana

November 14-16, 1990

TM015855

PROCEEDINGS OF THE
NINETEENTH ANNUAL MEETING
OF THE
MID-SOUTH EDUCATIONAL RESEARCH ASSOCIATION

CONTAINING THE ABSTRACTS OF DISCUSSION SESSIONS,
DISPLAY SESSIONS, SYMPOSIA,
AND TRAINING SESSIONS

JOHN R. PETRY, EDITOR
WALTER C. EMANUEL, JR., ASSISTANT EDITOR
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NOVEMBER 14-16, 1990
NEW ORLEANS, LOUISIANA

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1990

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MSERA SESSIONS ARE OPEN ONLY TO MSERA MEMBERS WHO ARE REGISTERED AT THE ANNUAL MEETING. BADGES SHOULD BE WORN TO ALL SESSIONS TO ENSURE ADMISSION.

The Mid-South Educational Research Association was organized on March 20, 1972, on the campus of the University of Mississippi. It is a non-profit organization whose purpose is to encourage quality educational research in the Mid-South and to promote in the schools the application of the results of quality educational research. Any person who supports the purpose of the Association is eligible to join the Association.

ACKNOWLEDGEMENTS

First, let me express appreciation to you for electing me to serve as president of MSERA during 1990. It has been an enjoyable experience that has been highly satisfying because of the dedication of the membership to the cause we espouse. This is no less the experience that others have had in the past, made rewarding because of the uniqueness and camaraderie of this group of educators, their positive attitudes and reliable support.

Secondly, MSERA would not be the successful organization it is without the devoted efforts of all of those who have assumed, readily and willingly, responsibilities for the often mundane tasks that relate to the various functions of the organization. Some have spent a great deal of time because of the nature of their responsibilities, some less - but all efforts are necessary for success and are appreciated by us all. Both members of the Board of the Association and committee chairs have fulfilled the responsibilities for which they were elected and appointed in a positive and mature manner with an esprit de corps that is inspiring. All have been committed to move MSERA forward, which their decisions and actions indicate; there have been no radical changes, only steady progress by fine-tuning procedures and giving attention to details.

Those who have served as chairs and members of committees are listed on the next pages. I thank them for their labors and toil and urge you to do the same. Further, why not volunteer, if you have not served as they have, to do so during 1991. We can make it together in next year even as we have done in 1990.

Special gratitude is extended to a few because of the extreme amount of load each shouldered this year: Judy Boser, for her service as editor of the Researcher; to Rob Kennedy, for his labor as program chair for the annual meeting in this unique city; Jeff Gorrell, for attention given to the tasks of being both secretary and treasurer; and to Susan Kappelman, for arranging for the accommodations that have resulted in a smooth-running meeting.

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ABSTRACTS OF DISCUSSION SESSIONS, DISPLAY SESSIONS, SYMPOSIA, AND TRAINING SESSIONS

WEDNESDAY, NOVEMBER 14, 1990

8:00 a.m. - 4:00 p.m. **Registration** .... **Registration Lobby**

8:00 a.m. - 8:50 a.m. **New Members' Reception** .... **Queen Anne Parlor**

9:00 a.m. - 10:50 a.m. **DEVELOPING A CURRICULUM-BASED ASSESSMENT INSTRUMENT FOR SCREENING AT-RISK STUDENTS (Training)** .... **Iberville**

Trainers: Jane W. Garlock, Santa Rosa County (FL) Schools, and Sherry K. Bain, University of Southern Mississippi

A model of an elementary grade-level, curriculum-based assessment instrument (CBA) will be presented. A training session will review development of such an instrument based upon the following training objectives: (1) a brief overview of the literature in this area, (2) a step-by-step guideline for developing a CBA in the local school district including reading, math, spelling, and written expression curriculum areas, and (3) suggested uses of the CBA such as screening, diagnostic evaluation, and curriculum-based interventions.

The curriculum-based assessment model upon which this training session is based was originally normed on 3,115 students (13 elementary schools) in a school district in northwestern Florida. First- through third-grade regular education students were tested during May, 1989. Since the original normative data were gathered, alternate forms of the tests have been developed, and the instrument has been administered in two schools during February and May. Plans for the 1990-91 school year include implementing CBA usage in selection, diagnostic evaluation, and educational intervention programs.

9:00 a.m. - 9:50 a.m. **DEVELOPMENT (Discussion)** .... **Bonnett Carre**

Presider: Dorothy Alexander, Grambling University

Presenters: "EMERGENT LITERACY BEHAVIORS AND CHILDREN'S CONSTRUCTIONS OF SCENES"

Jacqueline Allison Osborne, University of North Alabama

Preschool children may construct and use some of the rules described in scene theory in very early stages of emergent literacy. Spatial organization of print and picture may be one of the roots of reading behavior.

Children's constructions of scenes were investigated. The study design was a quasi-longitudinal grouping of subjects between ages three and five. The subjects were three to four months apart in age and their development was followed for four months. The children were asked to draw pictures and dictate a story about those pictures. They were interviewed during the drawing and those interviews and the dictations were taped and transcribed. The data collected were analyzed by producing a taxonomic analysis of the elements of the scene, picture and text, following the techniques of Spradley (1980).

The major findings of the study were: the subjects moved toward an integration of picture and text in the preschool period, they used spatial placement for identifying elements of their scenes, and they used left-right spatial concepts in writing their names once they could produce two letters of that name. Suggestions are given to further utilize scene theory in investigations of early reading concepts.

"AN EVALUATION OF SOME SELF-CONCEPT SCALES FOR YOUNG CHILDREN"

John L. Burns and Nola J. Christenberry, Arkansas State University

This paper reviewed literature relevant to the properties of four measures of young children's self-concept and social development. This review addressed particular uses and relevance for educational and school purposes.

The measures for focus include the Behavioral Academic Self-Esteem Scale, The Martinek-Zaichkowski Self-Concept Scale for Children, The Kindergarten Index of Developing Social Competencies, and the Piers-Harris Children's Self-Concept Scale. For these scales, norm data were reasonably available, and for the three self-concept scales, references in the professional literature were clustered in manners suggestive of particular uses for school children.

Major conclusions were: age and achievement levels, such as reading ability, are significant and limiting considerations in choosing an appropriate measure; use of the measures as reported in professional literature suggested that measures have more support in particular, rather than general, situations; even though psychological measurement with children is fraught with problems (e.g., of reliability) those researchers and practitioners interested in measuring children's self-concepts may be well-advised to shop among existing measures for an appropriate one rather than to attempt constructing a new test.

"EXPLORING THE RELATIONSHIP BETWEEN STUDENT DEMOGRAPHICS AND TEACHER ASSESSMENT *OF PROSOCIAL BEHAVIOR IN THE CLASSROOM*"

Anthony J. Scheffler, Bonnie Holder, and Mark G. Richmond, University of Southern Mississippi

Using the Prosocial Behavioral Questionnaire, elementary school teachers, grades K through five, at a central Louisiana elementary school, rated their students' classroom prosocial behavior. Subjects were then grouped by personal and familial demographic characteristics, including family structure and parental employment patterns. A regression analysis found SES, gender, and possibly paternal presence as significant predictors of prosocial behavior. A 2 X 8 ANOVA evidenced no interactions among variables but showed a significant difference in prosocial scores between male and females and between lower and middle socioeconomic groups.

Results suggest that family structure and parental employment patterns may in fact have no effect on students' classroom prosocial behavior. This possibly mitigates those variables as factors to be considered in explanation of certain classroom behavior patterns of students. Future research may deal more specifically with students' antisocial behavior, whole classroom behavior patterns, and the possible impact of family circumstances.

"RELATIONSHIP BETWEEN YOUNG CHILDREN'S HUMAN FIGURE DRAWINGS AND COGNITIVE DEVELOPMENT"

Pat A. Chappell and Jean A. Steitz, Memphis State University

The assessment of young children's level of cognitive development is important in the planning of developmentally appropriate instruction. It is unrealistic to expect teachers to individually interview 20 to 30 small children using a battery of Piagetian tasks. This study provides support for an assessment of cognitive abilities of young children using human figure drawings. The relationship between human figure drawing and level of cognitive development was examined in 45 children ages four to six. The children were given four Piagetian tasks: conservation of matter, liquids, a task of seriation, and one-to-one matching. The children were also asked to draw a person. The tasks were administered according to the format used by Piaget and Inhelder.

The results indicated no significant differences due to gender, age, or cognitive level. However, results did show a significant correlation between cognitive level and drawing ability. It was shown that girls are somewhat better in drawing and that boys and girls in the transitional stage tend to be older and significantly better at drawing than children in the pre-operational stage. These results indicate that human figure drawings can be used as a quick assessment of cognitive level in young children.

9:00 a.m. - 9:50 a.m. **WOMEN IN EDUCATIONAL ADMINISTRATION (Symposium)..............Bienville**

Organizer: Alison I. Griffith, University of New Orleans

Presenters: "OVERVIEW"

Alison I. Griffith, University of New Orleans

Significant increases in the number of females seeking administrative certification and advanced degrees in educational administration (NCES, 1984), combined with a continuing interest in the status and circumstances of females in educational administration over the last decade, have resulted in a small but important body of research (Shakeshaft, 1989; Aisenberg and Harrington, 1988; Crandall, 1986; Adkinson, 1981). This symposium contributes to that discourse. First, few studies exist of women's placement in educational administration or of the self-definitional process that inform women administrators' career choices. The symposium presents recent studies of women in administration in Louisiana and Tennessee. Second, the literature on women in educational administration is recent and rarely subjected to critical analysis. The symposium addresses the methodological and theoretical questions that underscore the research.

Audience participation will be encouraged through discussion of individual papers.

"THEORETICAL METHODOLOGICAL PROBLEMS IN RESEARCH ON FEMALES IN EDUCATIONAL ADMINISTRATION"

Norma T. Mertz and Sonja R. McNeely, University of Tennessee

A major focus of the research on women in educational administration has been aimed at establishing and assessing the status of the progress of females in the field and attempting to trace their place and role over time. This paper examines that research to identify the methodological and theoretical problems that have emerged as researchers work to build a body of knowledge from which valid, reliable conclusions might be drawn. The problems include: researcher access to data, distortions created by looking at females as a single entity, the absence of standardized data, the incomparability of data, and the unexamined assumptions of researchers.

"LOUISIANA'S LATENT LEADERS: WOMEN EDUCATIONAL ADMINISTRATORS IN LOUISIANA'S PUBLIC SCHOOLS"

Annette L. Accomando, St. Bernard Parish Community College

The participation of women in leadership positions in Louisiana is cyclical. Using archival materials, the historical participation of men and women administrators were compared and embedded in societal determinants to link the trends in women's participation to those of Louisiana's educational history.

"ANALYSIS OF THE STATUS OF WOMEN IN EDUCATIONAL ADMINISTRATION IN LOUISIANA"

Suzanne E. Price, University of New Orleans

Women's career mobility is shaped by normative conceptions of social role. A Women's Mobility Model was designed to differentiate between peripheral and pivotal administrative positions held by women in public school administration. The analysis leads to a discussion of the organizational and individual contingencies that influence women's career development patterns.

"ROLE, SELF-IDENTIFICATION, LEVEL, EXPERIENCE AND GENDER IN THE PRINCIPALSHIP"

Sonja R. McNeely, University of Tennessee

It was postulated that life-role definitions would vary between men and women and across levels of schooling and experience. A study was conducted of principals (n=108) in one school district in Tennessee. Principals were asked to identify and prioritize three descriptive life roles or personal identifiers. Differences in life-role definition were found to be linked to administrative level, gender, and experience. The implications of the findings for educational administrators are discussed.

"DISCUSSION"

Caroline B. Cody, University of New Orleans

Drawing on her experience and research in the area of women and educational administration, the discussant will address the papers presented and issues raised in the symposium.

WEDNESDAY, NOVEMBER 14, 1990

9:00 a.m. - 9:50 a.m. **EARLY CHILDHOOD EDUCATION (Discussion) ....Cabildo**

Presider: Francis Anderson, University of Southern Mississippi

Presenters: "BLOCK PLAY IN KINDERGARTEN: A NATURALISTIC STUDY"

Patricia M. Garlikov, University of Alabama at Birmingham

In kindergarten classrooms, young children build many structures with unit blocks. During block play, the children reveal their understanding of the world around them through construction and dramatic play.

Using a qualitative design, the teacher videotaped her kindergarten classroom's block center at the beginning, middle, and end of the school year. Sixteen hours of video tape were accumulated for the study. Using a purposeful sampling (Bogdan & Biklen, 1982) of the video tape, two episodes per taping period were identified. Episodes were defined as taped segments in which the viewer could identify: (1) the onset of interaction, (2) representational construction, (3) dramatic play, and (4) the completion of the play.

Analysis was an inductive process described by Bogdan & Biklen (1982). The episodes were transcribed and a content analysis was performed on the episodes. The codes appearing in the content analysis were grouped into broader content categories and form the typology of block play. The analysis revealed the complex process of block play involving block construction, negotiation strategies, and knowledge construction.

Although the classroom was designed to encourage interaction among all children, the children followed traditional patterns in playmate selection during block play. Dramatic play storyline themes were primarily male-dominated and action-packed.

"KINDERGARTEN SELF-CONCEPT AND PEER STATUS AS A FUNCTION OF FAMILY STRUCTURE"

Joanna M. Grymes and Dianne Lawler, Arkansas State University

The importance of self-concept to present and future functioning has been well-documented throughout the literature (see Harter, 1983). Also documented is the changing face of the family; more children will be living in "non-traditional" structures throughout the 1990's (NCFR, 1989). The relationship between family structure and self-concept has been investigated; however, the research has generally focused on older children (e.g.: Johnson and Hutchingson, 1987; Smith, 1990).

The present study of 92 kindergarten children obtained both self-concept scores, measured with the Woolner Preschool Self-Concept Picture Test, and peer status, using a peer nomination/sociogram format. Information regarding family structure was also collected.

Analysis of variance procedures were used to determine if the means for self-concept and peer nominations differed among family structure. No differences for either variable were found. These findings support previous research for this age level.

Teachers must be able to meet the needs of the children they serve, even as they serve an increasingly diverse population. These findings, as well as the literature, suggest that, while family style does not contribute greatly to the self-concept of younger children, it may for older children. Possible explanations for these differences will be addressed.

"EFFECTS OF RETENTION ON ACHIEVEMENT AND SELF-CONCEPT OF KINDERGARTEN AND FIRST-GRADE STUDENTS"

Joan M. Butler, Starkville (MS) School District, and Herbert M. Handley, Mississippi State University

This study sought to examine the effects of retention on academic achievement and self-concept of students retained in kindergarten and first grade. It was an ex post facto analysis of achievement and self-concept of students not promoted compared to students who were promoted.

A total of 136 students participated in the study. Ninety-eight of the subjects were repeating either kindergarten or first grade. Stanford Achievement Test scores in the areas of reading, mathematics and listening were compared to the scores of students who did not repeat a grade. The Martinek-Zaichkowsky Self-Concept Scale for Children was employed to measure the self-concept of all the subjects.

Data were analyzed utilizing the multivariate analysis of variance, analysis of variance and correlated t-tests. The results of this study revealed that both kindergarten and first-grade students retained in their respective grade levels made significant gains in achievement. No differences were observed in the self-concept scores of the students.

School procedures to retain students in kindergarten or first grade produced a positive effect on achievement and resulted in no measurable differences in self-concept. This research study supports the case of retaining students in the primary grades of school.

"COMPARISON OF DAY CARE, PRESCHOOL AND KINDERGARTEN TEACHERS' PERCEPTIONS OF TEACHING QUALITIES AND CAREER NEEDS"

Mary N. Ayers, Tennessee Technological University, and Martha Drake, Putnam County (TN) School District

The teacher is the most important factor in a young child's learning experience and is the main determinant of a program's effectiveness. The ability to create a positive learning environment is related to the teacher's personality traits and attitudes. Several studies have suggested that evaluation of successful teaching should include not only techniques and methods but also personality qualities.

This study focused on two factors which affect the teacher's influence on the quality of programs for young children - teacher characteristics and teacher training. Attitudes of teachers were examined in relationship to effective teacher qualities, educational training, years of experience, age, and perceived needs.

A questionnaire was designed to ascertain teachers' attitudes and perceptions in four areas: (1) effective teacher qualities, (2) importance of related areas of training, (3) educational preparation, and (4) perceived needs and knowledge. Subjects in the study were from the three geographical regions of the state of Tennessee.

Major similar effective teacher qualities were identified in all three groups. Differences were found in relation to types of academic preparation, perceived needs, and importance of selected areas of knowledge. Data of this nature can assist in preservice and inservice preparation of teachers of young children.

9:00 a.m. - 9:50 a.m. **TEACHER EDUCATION AND ATTITUDES (Discussion) .... Pontalba**

Presider: Robert Byrne, Eastern Kentucky University

Presenters: "SPECIAL EDUCATORS KNOWLEDGE AND ATTITUDES ABOUT AIDS"

Elizabeth Evans and Mike Cass, Southeastern Louisiana University

Since the first case of Acquired Immune Deficiency Syndrome (AIDS) was discovered in the United States in 1981, it has been a grave concern and a source of fear and controversy. These fears have resulted in the perpetuation of faulty information about AIDS. Since special educators will be working directly with students with AIDS, it is important that their knowledge about AIDS is accurate and timely.

There has been little research conducted on regular educators' knowledge about AIDS, and no research was found on special educators' knowledge. Thus, the purpose of this research was to assess the knowledge and attitudes of special educators about AIDS.

The subjects for this study were undergraduate and graduate special education majors enrolled at Southeastern Louisiana University. All students that were enrolled in special education courses for the fall 1990 semester completed a questionnaire which was constructed from information from the Department of Health and Human Services, Public Health Service, Centers for Disease Control-AIDS Prevention Guide. It was field tested during the summer 1990 session, and revisions were made.

The results of this study will be discussed. Implications for teacher training programs and classroom practice will be offered.

"ASSESSING THE ATTITUDES OF STUDENT TEACHERS TOWARD THEIR STUDENT TEACHING EXPERIENCES"

Gary J. Benton and Gloria Richardson, Mississippi State University, Meridian

Attitude surveys have received renewed interest in recent educational situations. Because the student teaching experiences have wide-ranging and long-term impact upon the student teachers' careers, an effort to establish feedback concerning student teaching was made by designing a survey entitled Mississippi Student Teacher Attitude Inventory. This 38-item survey was then administered to 136 students at the end of their student teaching in the spring, 1990, term at Mississippi State University. All student teachers from both Meridian and Starkville campuses were included in the sample.

The results of the survey were analyzed for internal consistency, and a Cronbach alpha coefficient of .9355 and a standardized-item alpha of .9455 were obtained. This instrument demonstrated reliability, and future studies are planned to utilize it in a variety of ways. These particular data will be incorporated into a longitudinal study. Further demographic comparisons are also planned.

"AN ATTITUDE COMPARISON OF COMPETENCY EXPECTATIONS BETWEEN INSERVICE AND PRESERVICE TEACHERS"

Vivian Taylor and Richard Middleton, Jackson State University

For decades, research related to preservice teacher preparation has emphasized the importance of making teacher preparation programs reflect the experiences of actual on-the-job teaching experiences. Studies have recommended that cooperating teachers team with college methods classes, colleges conduct classes at school sites, and university and college teacher educators teach K-12 classes.

A number of states require that graduates of teacher education programs be evaluated with an instrument during their first year of teaching. Full certification is dependent upon a successful evaluation. Mississippi and Georgia are two such states. The state of Mississippi has the authority to penalize a university if a certain percentage of its graduates fails to successfully complete the first-year evaluation. As a result of this, each teacher education program intensively integrates the concepts, competencies and skills of this evaluation instrument into at least one of its courses that is required for all teacher education majors.

One of the ways a school or College of Education can measure the similarity of its experiences with actual on-the-job experiences is by examining the attitudes of preservice teacher education majors with inservice teachers relative to the items contained in the evaluation instrument. If a teacher education program finds a service teacher preparation program was in-line with actual on-the-job experiences, or conversely, if little similarity existed, a College of Education would have verified its need to adjust its programs in order to make them more reflective of actual teaching experiences.

"RELATIONSHIP BETWEEN TEACHER SELF-CONCEPT AND TEACHER EFFICACY"

James R. Thomson, Jr. and Herbert M. Handley, Mississippi State University

Teachers' self-concepts measured upon completion of their baccalaureate degrees is the best predictor of their teacher morale later. Teacher efficacy, perceptions of whether teachers see themselves as capable of influencing the achievement of students, is also a significant variable in effective teaching.

Is there a relationship between these self-concept and teacher efficacy variables for beginning teachers? The Myself as a Teacher Scale and the Teacher Locus of Control Scale were administered to 220 preservice teachers toward the end of their student teaching experience. A multiple regression statistical program was used to correlate internal positive and negative locus of control scores with the self-concept measures.

A multiple correlation of .24 was discovered between the variables, indicating a low positive relationship. Internal positive locus of control scores were the best predictors of locus of control. These behaviors are indicative of teacher actions which are effective to help students. Teacher unsuccessful efforts (I-) were also predictors of self-concept.

9:00 a.m. - 9:50 a.m. **ADULT EDUCATION (Discussion)..Ursuline**

Presider: Dot Reed, Air University, Maxwell Air Force Base

Presenters: "THE PREPARATION OF ADULT EDUCATORS: AN EXAMINATION OF EXEMPLARY PRACTICES"

Edward P. St. John, University of New Orleans

During the past decade there have been major developments in the preparation of adult education for adult basic education and adult English as a second language. For many decades, the field of adult education has had an apparent sound philosophy, but the low level of professionalization has inhibited the development of quality adult education programs. This study analyzed case studies of six exemplary adult education teacher preparation programs identified by national experts in adult education. Site visits were conducted in the spring of 1989 at training programs in California, Illinois, Texas, and Massachusetts. Interviews were conducted with administrators and trainers, training sessions were observed, and training documents were collected and reviewed.

The analysis of exemplary training programs has moved substantially beyond the non-traditional philosophies of Malcolm Knowles and other long-term experts on adult education. Three forms of adult education and teacher preparation programs were evident: (1) competency-based approaches to adult education that provided cohesive frameworks for teaching adults basic skills and for training adults' educators; (2) community-based programs that focused on liberation and empowerment; and (3) eclectic programs that combined traditional adult education philosophies with pedagogical strategies of all types.

"PERCEPTIONS OF BARRIERS TO UNDERGRADUATE EDUCATION BY NON-TRADITIONAL STUDENTS AT SELECTED NON-PUBLIC, LIBERAL ARTS INSTITUTIONS IN THE MID-SOUTH"

Sharon R. Byrd, Choctaw Tribal Schools (MS)

The small liberal arts college of the South is predicted to experience future financial difficulty because of decreasing enrollments of traditional-aged students. A growing alternative market is developing among the adult population. To more effectively tap this market, institutions must know more about the barriers to participation that these students experience.

Using a sample of nontraditional students attending Carnegie classification Liberal Arts II institutions in the Mid-South, this study determined the effect of selected variables upon perception of situational, institutional, and dispositional barriers. Responses to a questionnaire were used to determine percentages experiencing each barrier. Mean scores for each barrier category were found, and analysis of variance was used to determine significant differences in scores.

This study found that the most frequently reported barriers are lack of time, program length, cost, home responsibilities, not enough energy, and job responsibilities. Also found was that situational barriers were the hardest to overcome. Further concluded was that non-whites reported more situational and dispositional barriers and that working students reported more institutional barriers.

"VALIDATION OF THE 1988 OFFICIAL GENERAL EDUCATIONAL DEVELOPMENT PRACTICE TESTS AS PREDICTORS OF SUCCESS FOR THE GENERAL EDUCATIONAL DEVELOPMENT TEST"

Walter C. Emanuel, Jr. and John R. Petry, Memphis State University

Can one or two subtests of the Official Practice General Educational Development Tests (PGED) serve in lieu of taking the whole PGED as predictors of success for the GED? This study attempted to answer this question.

The population consisted of 782 adult dropouts who took the PGED from November 1988 to May 1990. Data included PGED and GED test scores, age, gender, ethnicity, and the last grade completed.

Findings from discriminant analysis, contingency tables, LOGIT analyses, and the Z-tests indicated that science and social studies PGED subtests were more effective at classifying passers and non-passers than the other subtests. Classification models, utilizing either the science or social studies subtests, were developed that accurately classified 95% of the testtakers into passing and non-passing groups.

Shortening the testtaking time from 4 1/2 hours to 45 or 90 minutes would prove beneficial to ABE administrators and testtakers alike. The implications are: maximizing opportunities for PGED services, reaching more adults by having greater flexibility of testing times, increasing the number of test sites, and improving cost efficiency. Before inferences could be made for similar metropolitan areas with high illiteracy and minority percentages, the classification model should be field-tested and follow-up tests made on the results.

"READING ACHIEVEMENT FOR ADULT LEARNERS USING MICROCOMPUTERS"

Lonnie D. McIntyre, University of Tennessee

This discussion will highlight the final results of an 18-month research project funded by a National Adult Education Discretionary Grant and will compare the reading achievement of adult learners using specially designed software to the reading achievement of adult learners using traditional approaches. This study was conducted in East Tennessee, and the sample contained black/white, male/female, as well as urban/rural students. Apple II series microcomputers and Project S.T.A.R. software were used in the study.

10:00 a.m. - 10:50 a.m. EVALUATION AND RESEARCH METHODS (Discussion)................Bonnett Carre

Presider: Shirley Byrne, Eastern Kentucky University

Presenters: "STUDENT PERFORMANCE ASSESSMENT IN THE KENTUCKY EDUCATION REFORM ACT OF 1990: A PLAN TO DRIVE PUBLIC SCHOOL INSTRUCTION"

James R. Craig and Roger S. Pankratz, Western Kentucky University

The purpose of the presentation will be to describe the development of new methods and procedures for the assessment of the effectiveness of the new public school curriculum in Kentucky to positively drive public school instruction. The plan involves using student outcomes data to reward school improvement and to punish schools for lack of improvement. The outcomes targeted for assessment were generated by a group of practitioners, researchers, and technical experts in elementary and secondary education, including vocational education. The outcomes delineated by the group are broadly defined and intended to reflect the student learning in a variety of cognitive and noncognitive learning domains. The assessment system, as originally conceptualized and currently being developed, will be designed based on two sampling procedures: sampling of students and sampling of assessment tasks in learning domains. Additionally, the issues associated with a long-range plan for implementing the design and the implications of the design for educational practices (e.g., teacher preparation and technical training and support to local education agencies) will be discussed.

"VALIDATION OF THE MISSISSIPPI TEACHER ASSESSMENT INSTRUMENTS: A CONFIRMATORY FACTOR ANALYTIC APPROACH"

James A. Siders and Larry G. Daniel, University of Southern Mississippi

The Mississippi Teacher Assessment Instruments (MTAI) were developed as a result of the 1982 Mississippi Education Reform Act. MTAI includes three subscales of teacher performance and attempts to measure 15 distinct competencies. The state now requires teacher certification applicants to demonstrate acceptable levels of performance on the MTAI prior to being granted full certification. Also, teacher education programs require preservice teachers to successfully complete MTAI evaluation as a part of their professional preparation.

Previous construct validity studies conducted using supervisors' ratings of provisionally certified teachers have utilized exploratory factor analytic methods. Although these studies have identified the existence of six factors related to teacher performance, the identified factor structures do not necessarily match expected factor structures.

Consequently, the purpose of this study was to determine (using confirmatory factor analytic methods) whether a theoretically-expected factor structure could be identified. Evaluators' MTAI ratings of student teachers were used in these analyses. Confirmatory factor analytic methods extend the usefulness of exploratory methods by determining the degree of goodness of fit of actual factors occurring within the factor analytic methods with a set of conceptual variables determined outside the model. Recommendations will be given for the revision of MTAI based on these results.

"INVESTIGATION OF A TECHNIQUE FOR MEASURING ETHICAL DEVELOPMENT OF STUDENTS IN BUSINESS: A HEURISTIC EXAMPLE"

Debbie D. DuFrene and Florence E. Elliot-Howard, Stephen F. Austin State University, and Larry G. Daniel, University of Southern Mississippi

The measurement of attitudes has long been a concern of behavioral research. Argument exists to support the use of numerous techniques for measuring attitudes, including interviews, analysis of written statements, and analysis of subjects' responses to objective items. Attitudinal measures may be especially useful to educators in charting progress of students toward affective goals.

In the college or university business classroom, for example, the instructor may find use for such measures to determine the ethical orientation of students toward various business situations. Many business curricula now emphasize the development of business ethics and frequently include courses in business ethics. Administering measures of students' ethical orientation at various checkpoints during the business students' educational career would be beneficial in determining the affective impact of the curriculum.

Unfortunately, most previously developed measures of ethical functioning have lacked psychometric integrity or have been biased against certain populations. Various procedures for eliminating item bias and maximizing the measurement validity and reliability of such measures are discussed. Actual data collected by the authors in an attempt to develop such an instrument are used to illustrate the appropriateness of these procedures.

"SUPERVISION, BURNOUT, AND EVALUATION OF INSTRUCTION"

Gloria Richardson and Walter E. Sistrunk, Mississippi State University, Meridian

The problem in this study was to determine if there was a significant difference between perceived supervisory behaviors and perceived burnout. Data were obtained from 120 secondary teachers in randomly-selected schools having any or all of grades nine through 12. Respondents included two each in English, math, science, and social studies. Two instruments were used: the Maslach Burnout Inventory, Form Ed and the Supervisory Behavior Description Questionnaire, Form One.

Data were analyzed with one-way analysis of variance and Scheffe' post hoc tests. Significant differences were found for the depersonalization subscale of the MBI and both directive and collaborative dimensions for evaluation of instruction on the SBDQ. Teachers reported both high and moderate levels of depersonalization with collaborative behaviors and lower levels with directive supervisory behaviors.

The conclusion was that teachers preferred the principal to evaluate with directive behaviors. Teachers indicated more depersonalization, and therefore less satisfaction, when required to collaborate.

10:00 a.m. - 10:50 a.m. THE EFFECT OF A YEAR-LONG INTERNSHIP ON FIRST-YEAR TEACHING PERFORMANCE (Symposium)..Bienville

Organizer: Judith A. Boser, University of Tennessee

Presenters: "OVERVIEW"

Judith A. Boser, University of Tennessee

Teacher certification programs are available in a variety of forms today. Research has not yet clearly documented the superiority of any one approach. This symposium will provide reports of research examining the effectiveness of a fifth-year postbaccalaureate program containing a year-long public school internship and contrasting the performance of interns with students completing the traditional undergraduate program that includes semester-length student teaching with and without preemployment experiences in the schools in which they were hired to teach.

"STUDYING THE EFFECTIVENESS OF THE PROGRAM"

Judith A. Boser, University of Tennessee

Research efforts took place during the spring of the year following completion of the certification program and included: (1) interviews and observations of former interns and student teachers, (2) interviews with principals employing the former interns, and (3) questionnaires completed by former student teachers, former interns, and the school principals.

"FIVE HUNDRED THINGS GOING ON"

Frances C. Fowler, Miami University

Three former interns and two former student teachers were compared. The student teachers had been hired by the schools in which they were student teachers; the interns had no previous experience in the schools. Student teachers and interns agreed that actual classroom experience was an important part of their preparation. The first year of teaching was perceived as being difficult regardless of the preparation program. The interns considered the internship as their first year of teaching, although student teachers did not regard student teaching as teaching experience.

"INTERNSHIPS PAVED THE WAY FOR FIRST-YEAR POSITIONS"

Cynthia M. Gettys, University of Tennessee

Three interns were employed in the same public high school for their first year of teaching, the school in which they had completed their internships. All three considered it an advantage to have been in the school at the beginning and end of the year during the internship. Each former intern had become active in extracurricular activities as club sponsors during the internship and thought they were accepted as teachers during the year.

"FLYING BY THE SEAT OF YOUR PANTS"

Jan M. Henderson, Central Florida Community College

This study examined perceptions of three first-year teachers in an inner-city high school. Two of the teachers completed the internship program. The third teacher completed the traditional program, including student teaching. None of the three had previous experience in the school in which they were employed as first-year teachers. Regardless of the preparation program, these teachers felt ill-prepared to deal with classroom management and student apathy. Teachers who completed the year-long internship were successful in identifying and working within the informal power structure of the school.

"THEY REALLY GET TO KNOW WHAT IS GOING ON"

Patricia Davis Wiley and Judith A. Boser, University of Tennessee

This report presents the perceptions of six school principals employing the nine first-year teachers who had completed fifth-year postbaccalureate preparation programs, including a year-long internship. Principals usually considered maturity and other work experience prior to teaching to be strengths of the former interns, although their first year as full-time teachers was not problem-free. The principals were sensitive to practical concerns of time and finances needed by the extended program and the year-long internship.

10:00 a.m. - 10:50 a.m. CULTURE (Discussion) .... Calbido

Presider: Anita George, Mississippi State University

Presenters: "THE RELATIONSHIP BETWEEN CULTURAL BACKGROUND AND PARENTAL PERCEPTIONS OF COMPONENTS OF FUNCTIONAL EDUCATIONAL PROGRAMMING FOR STUDENTS WITH SEVERE HANDICAPS"

Eileen S. Rivers, University of New Orleans

This study investigated differences among families of various cultural groups regarding perceived value of functional educational programming for their sons or daughters. Caucasian, Black, and Hispanic parents from five public schools or private nonprofit programs participated.

A survey based on quality indicators developed and identified by professionals in the field of severe handicaps was used. Participants responded along a 5-point scale.

A 3X2 ANOVA procedure indicated that both family culture and gender of the family member with a handicap was significantly related to parental perceptions ($p<.05$, $F=4.12$ and $F=4.47$). Within each cultural group, the ability of demographic characteristics to predict total survey scores was analyzed using Pearson product moment correlation and step-wise multiple regression procedures ($p<.05$). No demographic characteristic in isolation accounted for a significant percentage of the total scores for any cultural group. For Black families, a combination of all characteristics was significant ($p=.03$, $F=2.96$). No combination of characteristics was significantly related to scores of other cultural groups.

Based on this study, cultural background is an important consideration in developing and implementing family-centered services in special education. However, the effects of other characteristics (i.e. gender of children, physical family make-up, and socioeconomic status) must also be considered.

"THE ROLE OF SCHOOL CULTURE AND THE AT-RISK ADOLESCENT STUDENT"

Jack Blendinger, Mississippi State University

Identifying and meeting the schooling needs of at-risk adolescents is one of today's most important issues in education. Although descriptions of who is an at-risk student vary, it can be generally said that an at-risk adolescent student is a young person who is not succeeding in school and does not appear to be making a successful transition into the adult world. The purpose of this study was to determine why the Accelerated Schools of Denver, Colorado -- a private, nonprofit organization -- have been successful in educating at-risk adolescents and if their methods are applicable to the public schools.

Using the case study method, 22 adolescents who were unsuccessful, e.g., failing, poor behavior, drug abuse, etc., in their previous schools prior to enrolling in the Accelerated Schools were observed and followed throughout the 1989-90 school year. At the conclusion of the school year, the students observed earned good grades (B average or better), demonstrated acceptable behavior, and scored above the national average on ACT/SAT tests. Why? Interviews with students, teachers and parents, coupled with 100 hours of observation, indicated that the culture of the school appeared to be the primary reason why the students succeeded. Examination of data revealed a school culture that could be defined as: (1) caring, (2) accepting, and (3) consistent. There was a feeling of being wanted on the part of the students and high teacher-parent contact.

"EFFICACY: WHAT DOES RELATED RESEARCH SUGGEST TO TEACHERS"

Ann M. Neely, Karin C. Machacek, and Katherine Kelly, Peabody College/Vanderbilt University

What makes some teachers more effective than others, and what strategies, techniques, or devices contribute to this effectiveness? The concept of teacher efficacy has its foundation in Bandura's theory of perceived self-efficacy. This presentation will attempt to use Bandura's self-efficacy theory as a framework for interpreting the relationship between effective, well-socialized teachers and teachers with a high perceived self-efficacy. Related literature will be reviewed and implications for current practice will be discussed.

Teacher efficacy is essentially a teacher's certainty that his or her instructional skills are effective and that he or she is capable of coping effectively with normal classroom occurrences. In order to fully conceptualize the constructs of teacher efficacy, it is necessary to examine its origins. Elements of effective teaching will be explored, with special emphasis on school culture socialization. The research consistently demonstrates that socialized teachers are more effective educators, and the students of these teachers have a significantly higher achievement level. Of particular interest to the audience are studies that suggest that perceptions of personal efficacy in teaching may be important factors in decreasing the likelihood of burnout.

"USE OF INTERVIEWS OF DROPOUTS TO EVALUATE A DROPOUT PREVENTION PROGRAM"

Jim C. Fortune, Alexander Bruce, and John M. Williams, Virginia Tech

A Southwest Virginia school district that was ranked among the state's highest in its number of dropouts instigated a jointly-sponsored, cost-shared, multi-component dropout prevention program called HUGS (Help Us Guarantee Success). The HUGS program was a planned holistic approach to the dropout problem, emphasizing caring.

In an effort to determine whether or not the nature of their school dropouts was changing, interviews were conducted and compared on dropouts from the 1986-87 and 1988-89 school years, the overall purpose being in determining who was dropping out of school and why as evaluative data for HUGS.

The study directed special attention toward the nature of the student dropping out. It was found that students persisting in dropping out of school, after the HUGS program was in place, exhibited a different profile from those who had dropped out of school before HUGS. They appeared to be more angry and hard-core, older, less communicative, and showed less remorse about leaving school than their earlier counterparts. The HUGS effort was found to be effective with those students who dropped out for lack of attention.

10:00 a.m. - 10:50 a.m. LICENSURE (Discussion)..Pontalba

Presider: Jeffrey Gorrell, Auburn University

Presenters: "THE RELATIONSHIP OF THE LOUISIANA EDUCATIONAL ASSESSMENT PROGRAM TEST SCORES TO THE LOUISIANA EXIT EXAM AND SELECTED VARIABLES"

William R. Morgan II, Mandeville (LA) High School, and William Hetrick and Rex Leonard, University of Southern Mississippi

In 1986, the Louisiana Legislature passed legislation requiring that students, starting with the 1991 graduating class, pass an exit examination in order to graduate from high school. This test, a part of the Louisiana Educational Assessment Program (LEAP), sought to identify students at risk.

This study used multiple regression to investigate the relationship of the criteria, LEAP Test subscales of language arts and mathematics with: (1) ninth-grade English and mathematics grades, (2) California Achievement Test (CAT) scores in language arts, reading, and mathematics, and (3) personal characteristics of gender and ethnicity. A sample of 316 students was randomly selected from a population of 1,781 tenth graders in a large south Louisiana school district.

Results indicated that scores on the CAT language and mathematics tests were the most reliable indicators of performance on the LEAP language arts and mathematics tests. The correlations established between the LEAP and grades should assist in identifying students at risk of failing so that remediation can be offered and thus increase their chances of remaining in school. Implications of failing and lower self-esteem will be discussed.

"THE TENNESSEE TEACHER LICENSURE PROGRAM AND THE CODE OF FAIR TESTING PRACTICES"

Howard Stoker and John R. Ray, University of Tennessee, and Harry L. Bowman, Memphis State University

In 1988, the Joint Committee on Testing Practices, a cooperative effort of the American Educational Research Association, the American Psychological Association, and the National Council on Measurement in Education, developed and released the Code of Fair Testing Practices in Education. This report is an attempt to document the response to the code in the development of tests for use in the Tennessee Teacher Licensure Program (TTCP), Subject Area Assessment.

The code was directed at professionally developed tests, rather than those developed by individual teachers for use in their classrooms. Hence, it was judged applicable to the task of developing the Subject Area Tests for use in the TTCP. Standards for both test developers and users are presented in the code in each of four areas: (1) Developing/Selecting Tests, (2) Interpreting Scores, (3) Striving for Fairness, and (4) Informing Test Takers. Only those tasks identified under (1), above, are considered in this presentation.

"STRATEGIES TO ENSURE VALIDITY OF TEACHER LICENSURE TESTS IN INSTRUMENT DEVELOPMENT AND VALIDATION STUDY CONTEXTS"

John R. Ray, University of Tennessee, and Harry L. Bowman, Memphis State University

Under the provisions of the 1984 Comprehensive Education Reform Act, University of Tennessee, Memphis State University, and the Department of Education developed initial licensure tests and validated other tests. The primary purposes of this paper are to: (1) discuss the strategy that was used to ensure test validity and maximum reliability and (2) describe the procedures that were used to validate other tests.

A subject matter expert panel initially develops test specifications. After review by other specialists, a subject matter item-writer team produces items. A discussion of procedures for controlling bias and problems of item editing, answer set building, and percentage of knowledge and application questions follows. Concerns of psychometric properties, bias, grammar, and format are also discussed.

The validity of external tests must be determined through expert review. Based on test specifications, a judgment is made regarding probable validity. Content review is conducted by subject-matter experts from higher education institutions with state-approved programs. Job relevance review is performed by teacher specialists with initial endorsement and experience in the area. Data obtained are analyzed and presented to a committee for a decision on test validity. A state mandate for initial licensure provided the impetus for this project. The need to maintain valid results provides for its continuance.

"VALIDATION OF SELECTED ETS SUBJECT-MATTER TESTS AND RECOMMENDED PERFORMANCE STANDARDS FOR INITIAL LICENSURE OF TEACHERS IN TENNESSEE"

Harry L. Bowman, John R. Petry, Ernest A. Rakow, and Walter C. Emanuel, Jr., Memphis State University

A study was conducted in 1989-90 with 22 subject-matter tests for potential use in the initial licensure of teachers in Tennessee. Fourteen of the tests had been previously validated, four were candidates for validation, and four had been developed in Tennessee. State regulations require that the validity and minimum qualifying scores of tests must be established prior to use for teacher licensure.

Validity is addressed from two perspectives: congruence between test content and professional preparation programs (higher education faculty reviewers), and job relevance of test content (practitioner reviewers). Validity for state-developed tests is ensured by using in-state subject-matter experts. Setting standards for valid tests utilized data from experts (higher education faculty and practitioners) on the estimated performance of minimally qualified initial licensure applicants. Validity decisions and minimum score recommendations were made by an independent committee.

A total of 406 reviewers and 15 committee members participated in the study. The results were that 16 of the 18 tests requiring validity decisions were valid to use as initial licensure tests in Tennessee. Minimum scaled scores were recommended for 13 tests with sufficient numbers of examinees to provide normative data.

10:00 a.m. - 10:50 a.m. HEALTH EDUCATION (Discussion)..Ursuline

Presider: Chuck Hulick, Murray State University

Presenters:

"FEMALE SEXUAL AGGRESSION: INCIDENCE, CORRELATES, AND IMPLICATIONS FOR INTERVENTION"

Peter B. Anderson, University of New Orleans, and Bruce Thompson, Texas A&M University

Health educators must understand the dynamics of coercive sexual aggression if students are to be taught accurate information about incidence and if effective interventions are to be formulated. One understudied area of inquiry involves sexual aggression perpetrated by females. Health educators have increasingly come to recognize that members of both genders can engage in sexual practices that are destructive to self or others.

The present study investigated the aggressive behavior of 212 female students. The mean age of the students was 22.3 (SD=5.4). Nineteen of the subjects were married or cohabiting. Five of the subjects were divorced, while 129 subjects were separated.

A disturbing proportion of the sample had engaged, at one time or another, in behavior that is typically regarded as abusive or coercive in our culture. Data from these self-report questions were subjected to factor analysis, and expected factors emerged. Scores on these factors were then correlated with measures of attitudes about sexuality and sexual histories. Two statistically significant ($p<.05$) canonical correlation coefficients were isolated.

"HEALTH RISK APPRAISAL IN A COLLEGE WELLNESS PROGRAM"

Carol L. Jones, Mississippi Delta Community College, and James Reid Jones, Delta State University

Health Risk Appraisal (HRA) of college personnel is the logical starting point for developing a wellness program. Group and individual results are valuable in health education efforts.

A community college in the South initiated HRA research as the first step in implementing a wellness program. A 37-item HRA survey, developed by the Center for Disease Control, was distributed to 137 faculty and staff. Seventy-seven usable survey forms were returned and analyzed by software developed through CDC research. The software generated individual reports containing over 100 details on personal health habits of participants.

Group summaries were used for planning wellness activities and form the basis of this report. The highest problem areas were failure to use seat belts (45.2%), weight problems (24.6%), smoking (13.6%), and blood pressure (9.5%). Females were significantly closer to desirable health behaviors. Regression analysis identified weight problems as the greatest overall contributor to health risk.

Efficient use of limited resources can make the difference between a successful or an unsuccessful wellness program. The surveys and public domain software were an inexpensive (<$100) means of providing detailed information to participants. Examples of survey and printout will be distributed.

"HEALTH EDUCATION, SES, AND INPATIENT ATTITUDES IN A RURAL HOSPITAL"

Donna Starkey, Paul L. Starkey, and James Reid Jones, Delta State University

Health education needs were surveyed at a rural hospital in the South. Additional information was requested, including attitudes on services and overall care provided by the hospital. Different subsamples of inpatients were analyzed by SES, sex, and age. Patients were surveyed after discharge.

The medium-sized hospital provided researchers with a monthly printout, including basic demographic information and telephone number. Over a period of four months, 154 usable telephone surveys were conducted. A 50-item structured survey instrument sampled attitudes, health education needs, and inpatient experiences.

Responses of the subjects indicated a great need for more health education efforts regarding medication regimen, dietary, and exercise information. Subjects with lower SES were more favorable in their ratings of hospital services. Both lower and higher SES subjects gave very positive responses.

Follow-up phone calls were recommended to the hospital for all discharged patients. Health education needs could be supported, and the phone calls would be appreciated by most patients. Implications for marketing strategies were discussed.

"HEALTH EDUCATION NEEDS FOR THE RURAL EMERGENCY ROOM PATIENT"

Sharon L. Bond, James Reid Jones, and Linda Fox, Delta State University

Health promotion programs are far less common in rural areas of the United States, suggesting greater health education needs for all types of hospital patients. Emergency Room (ER) patients are particularly likely to need supplementary information since their contact with medical personnel is usually much more limited than for hospital inpatients.

Follow-up telephone surveys were conducted on 180 patients who had the ER in a medium-sized rural hospital in the South. The 24-item survey was administered by a graduate student in counseling to discharged ER patients over a four-month period.

Results indicated that ER patients had substantial needs for more information on how to care for themselves and to recognize the need for return for medical attention. Demographic data showed that most ER patients were female, averaging about 31 years of age. ER patient attitudes indicated greater satisfaction with hospital services if medical tests or other services were required while patients were at the hospital. This happened despite the fact that the additional services required more of the ER patients' time at the hospital. A plan for improving health education efforts was presented to the hospital involving follow-up phone calls for educational purposes.

11:00 a.m. - 11:50 a.m. TECHNOLOGY (Display) .... Iberville

Presenters:

"DISTANCE LEARNING: TECHNOLOGY INTO PRACTICE"

Linda W. Morse, Regina L. Procell, and Herbert M. Handley, Mississippi State University

Distance learning, the technology of using satellite technology to bring instruction to remote rural schools, has great promise for easing teacher shortages in the sciences and mathematics and for delivering quality instruction at the same time. Since the success of distance learning was established by the Open University in Great Britain in the 1960s, this technology has not been widely utilized until the "STAR Schools" funding several years ago.

Mississippi State University was the first Mississippi university to broadcast live, one-way video with two-way audio telecasts to bring graduate level courses to teachers throughout the United States. This display session will highlight this STAR Schools program with video examples illustrating the hard technology and additional materials describing the "soft" technology involved in designing such a series.

This display session will highlight one of the MSU productions: the Junior High Science Teacher Institute, which aired from October until January over the TI-IN United STAR Network. This course is innovative and creative because it offers interesting programming and departs from the stereotypical "talking heads." The adaptations necessary for converting instruction will be illustrated. Additionally, evaluation techniques from needs-assessment to follow-up will be displayed.

"INTRODUCING CLASSROOM MANAGEMENT TO PRESERVICE TEACHERS THROUGH VIDEODISK TECHNOLOGY"

Catherine H. Randolph and Margaret W. Smithey, Vanderbilt University

One goal of teacher education is to introduce preservice teachers to the complexities of managing classrooms. One approach to meeting this goal has been to assign classroom observations beginning early in the teacher education curriculum. Difficulties with this approach arise because classroom events are unpredictable and cannot be scheduled or controlled by the teacher education professor, and because it is difficult for novices to know what to look for in classrooms. A possible solution to this difficulty exists in emerging videodisk technology. Two video disks compiled of excerpts from middle school reading, science, and math classrooms were produced, and a classroom management hypercard stack was written. The complexity of the task structure of the classroom was thus simplified, allowing novices to examine teacher behaviors in isolation as well as in the context of ongoing classroom activity. The disks and hypercard stacks were used in an undergraduate introductory secondary methods course, and their usefulness with preservice teachers was demonstrated in an interactive format.

"DEVELOPING EFFECTIVE TEACHING COMPETENCIES FOR ELEMENTARY SCIENCE TEACHERS THROUGH CONTRASTS IN TEACHING ELEMENTARY SCHOOL SCIENCE: A VIDEO DEMONSTRATION"

Clifford Hofwolt, Jan Altman, Linda Barron, and Jean Marsh, Vanderbilt University

This demonstration will show how a videodisc with hypercard links can be utilized to develop in preservice elementary science teachers those competencies effective or "expert" science teachers utilize. Preservice elementary science-methods students engaged in a series of experiences designed to acquaint them with those teaching practices or strategies research has identified to be effective in producing gains in achievement. A series of contrasting teaching episodes was presented to preservice elementary science students on an interactive videodisc through hypercard media. Through exploration of the hypercard stack, students had an opportunity to view contrasting examples of teachers utilizing various teaching strategies, what happens when the strategy is not utilized, and the research associated with that particular strategy. The session will illustrate several competencies with the hypermedia platform.

"DEVELOPING HYPERMEDIA ACTIVITIES FOR USE IN MATHEMATICS EDUCATION"

John Harwood, Linda Barron, Elizabeth Goldman, and Mary Lou Witherspoon, Vanderbilt University

Faculty and technical staff, who have been developing and using videodisc/hypercard materials through two National Science Foundation projects, will demonstrate these materials and discuss their use with preservice elementary school teachers. The demonstration will focus upon the materials as cases or activities to be used in content methods courses by students working independently or in small groups. Particular issues to be addressed are: (1) the selection of appropriate cases, that hypercard programming allows for independent use of the materials, (2) sources of video for use on the disc, (3) equipment required to develop and use the materials, and (4) other issues related to evaluation and implementation of hypermedia technology in teacher education.

11:00 a.m. - 11:50 a.m. RESEARCH AND STATISTICS (Discussion) ....Bonnet Carre

Presider: William Impey, Kennesaw State College

Presenters: "A REVIEW OF METHODOLOGY CHOICES USED IN SPECIAL EDUCATION JOURNALS"

Stephen A. Lawson and Stephanie Squires LaGaccia, University of New Orleans

Research in special education should be based on the use of a diverse collection of methodologies. Although single subject methodologies are employed extensively with individuals exhibiting severe/profound handicaps, researchers should not discount the value of other types of research designs. Various multivariate techniques (e.g., factor analysis, discriminant analysis, etc.) and established qualitative research techniques (e.g. unstructured interviews, participant observations, etc.) can enhance the development of quality educational programs.

Articles published in special education journals over the past five years have been reviewed to determine trends in research methodology. Surveyed journals consisted of four primary publications in the field of mental retardation/developmental disabilities: (1) The Journal for the Association for Persons with Severe Handicaps, (2) Education and Training of the Mentally Retarded, (3) Mental Retardation, and (4) The American Journal on Mental Retardation.

Methodologies employed in these publications were categorized according to the areas of (1) descriptive articles (non-data-based), (2) single subject articles, (3) quantitative articles (both univariate and multivariate designs), and (4) qualitative articles. Strengths and weaknesses in each of the publications were discussed along with suggestions for the use of various techniques in future areas of research.

"COMMON FACTOR ANALYSIS OR COMPONENTS ANALYSIS: AN UPDATED PERSPECTIVE ON AN OLD DEBATE"

Larry G. Daniel, University of Southern Mississippi

Common factor analysis is a general analytic method for reducing the number of variables in a data set or for identifying underlying covariance structures that exist among a set of variables. Principal components analysis is a special case of common factor analysis which assumes that variables are collected and reproduced without error. Although researchers have for some years debated the appropriateness of selecting one of these methods over another, components analysis has traditionally been the dominant strategy among educational researchers. The author challenges the practice properties of a particular data set.

A review of a number of studies comparing the two methods will be presented. Generally, these previous studies have shown that the two methods will produce different results with certain data sets, particularly when there are a small number of variables or when the variable communalities are low. Actual educational research data are used to demonstrate cases in which the two methods will produce different results. Finally, guidelines are offered to aid the researcher in determining which method to employ in specific research situations.

"BOOTSTRAP VERSUS STATISTICAL SHRINKAGE CORRECTIONS: A COMPARISON WITH DATA FROM THE FINDING EMBEDDED FIGURES TEST"

Bruce Thompson, Texas A&M University, and Janet G. Melancon, Loyola University of the South

Researchers commonly recognize that all parametric analyses are correlational and are special cases of canonical correlation analysis. Correction formulas for "shrinkage" due to measurement and sampling error are often considered valuable in correlational analyses, as in the Wherry "Adjusted R" provided by the SPSS-X regression procedure.

But more recently, researchers have speculated that "bootstrap" estimates of shrinkage, based on the characteristics of the data actually in hand, may yield more accurate corrections. The present paper illustrates various correction approaches and also explains and illustrates the "bootstrap" procedure.

Data from an actual study are employed to make these illustrations concrete. Subjects were 31 undergraduate students (18 females) whose mean age was 20.7 (SD=4.7) and who completed both the Finding Embedded Figures Test and the Group Embedded Figures Test.

"ALTERNATIVES TO STATISTICAL SIGNIFICANCE TESTING"

Ron Palomares, Texas A&M University

Researchers increasingly recognize that significance tests are limited in their potential to inform result interpretation. Common errors in interpreting significance tests and three strategies for augmenting the interpretation of significance test results are illustrated.

A concrete heuristic example may serve to emphasize the influence that sample size has on results. Presume that a researcher decided to compare the mean IQ scores of 12,000 students located in one zip code of the Houston school district with the mean of the 188,000 remaining students residing in other zip codes. The mean IQ (100.15, SD=15) of the 12,000 students in the zip code of interest differs significantly ($Zcalc=2.12>Zcrit=1.96$, $p<.05$) from the mean (99.85, SD=15) of the remaining students. Yet, these differences can hardly be considered noteworthy.

The first strategy for augmenting interpretation of significance tests involved evaluating significance test results in a sample size context. A second strategy involved interpretation of effect size estimates; several estimates and corrections are discussed. A third strategy emphasized interpretation based on estimated likelihood that results will replicate. The methods Tukey, Efron, and classical cross-validation strategies are illustrated.

11:00 a.m. - 11:50 a.m. EDUCATION ENVIRONMENT ASSESSMENT AND DATA-BASED SCHOOL IMPROVEMENT: A PROGRESS REPORT OF A STATEWIDE PROJECT (Symposium)..Bienville

Organizer: Harry L. Bowman, Memphis State University

Presenters: "OVERVIEW

Harry L. Bowman, Memphis State University

The symposium will focus on the development and use of an educational environment assessment system designed to support a school improvement initiative implemented in the State of Tennessee during the 1989-90 school year. The use of data-based decision-making as a strategy in school improvement has emerged in response to recent criticisms of the performance of America's public schools (Wilson, Miller, & Rossman, 1985) and has been found to contribute significantly to school improvement efforts (Wallace et al., 1984). The assessment system was grounded on the belief that information generated in individual school sites can be used effectively to support planning and decision-making when learning environment improvements are sought. Site information yielded by the system was obtained through school climate, classroom climate, and self-concept as learner audits that yield empirical data to be used in decision-making, planning, and school improvement activities in each school site and in statewide program evaluation. Collectively, the procedures directing the audits, analyses, reports, and profiles comprised the assessment and reporting schemes utilized. Through analyses of cross-sectional and longitudinal data yielded by school employees and students, the long-term research goal was to determine school and classroom changes resulting from the statewide school reform effort, and school context factors contributing to the changes and estimation of the impact of changes on a number of dependent cognitive and affective variables.

"AN EDUCATIONAL ENVIRONMENT ASSESSMENT SYSTEM: PURPOSE, COMPONENTS, AND USE IN DATA-BASED SCHOOL IMPROVEMENT"

E. Dean Butler, Memphis State University

An overview of the assessment system includes the purposes and measures of learning environments. Data treatments include statistical and graphic profiling utilized for use in developing individual school improvement plans.

"THE PATS PROJECT AND SCHOOL LEARNING ENVIRONMENT ASSESSMENTS: A FIVE-YEAR SCHOOL IMPROVEMENT EFFORT"

Marty J. Alberg, Memphis State University

Descriptions of implementation in a statewide school reform effort involving 41 pilot sites during the first year of a five-year improvement plan include: a summary of the project during the first year; an overview of fall and spring semester sampling designs; data reporting, coding, analyses, and data profiling procedures; and problems and successes associated with implementation of the system.

"DATA-BASED SCHOOL IMPROVEMENT: YEAR ONE RESULTS"

E. Dean Butler and Mary J. McNelis, Memphis State University

A summary of the findings based on the first two data sets that were generated during the 1989-90 school year includes: empirical models of learning environments in the pilot schools, changes in normative and organizational factors observed during the first year, and identification of important factors contributing to the changes found.

"ASSESSMENT OF SCHOOL SITES CONDITIONS, DEVELOPMENTS, AND RESULTS"

Katherine Abraham and E. Dean Butler, Memphis State University

An assessment of developments in the 41 schools using data obtained through site-conducted focused interviews and questionnaire responses of professional and support personnel, as well as students, analyzed by school level, organizational type, and other factors will be discussed.

"IMPLICATIONS OF A UNIVERSITY AND SCHOOL RESEARCH COLLABORATIVE FOR DATA-BASED PROGRAM IMPROVEMENT"

Harry L. Bowman, Memphis State University

A discussion will be conducted on implications of the university research center/state department/school site partnerships involved in the current project, focusing on the possibilities such designs have for future university/school field-based research collaboratives.

Materials detailing the assessment system will be distributed to participants for review along with sample instrumentation and graphic and quantitative profiles. Time for exchange between participants and presenters will be provided.

11:00 a.m. - 11:50 a.m. SCIENCE (Discussion) .... Cabildo

Presider: Kenneth Clawson, Eastern Kentucky University

Presenters: "ATTITUDES AND ACHIEVEMENT BETWEEN MALE AND FEMALE SECOND- AND FIFTH-GRADE SCIENCE STUDENTS"

Edward L. Shaw, Jr. and Robert L. Doan, University of South Alabama

The purpose of this study was to investigate the difference in achievement and attitude toward science between boys and girls in grades two and five. The need for such research is based upon the growing awareness among teachers, parents, administrators, researchers, and scholars that males outnumber females in science courses and science careers.

Subjects in the study were administered the Nyberg and Clark Attitudinal Scale and the Stanford Achievement Test during the spring of the academic year. Data were analyzed using independent t-tests. No a priori level of significance was established.

The results of this study indicated that the elementary students in grades 2 and 5 do not exhibit any gender differences in achievement nor in attitudes toward science. Unlike older students, it appears that students in this study have not been negatively affected by their encounter with science instruction.

The implications from this study indicate that early and continued valuable science experiences by students are necessary to avoid a negative attitude toward science in later years. This is not solely gender specific but appears to hold true for both sexes; however, strategies should be carefully selected to prevent girls from losing interest in science and science careers.

"THE EFFECT OF READING IN SCIENCE CONTENTS UPON SCIENCE ATTITUDES OF PRESERVICE ELEMENTARY TEACHERS"

M. Duane Inman, Louisiana Tech University

Identifying the most effective science methods instruction is needed for improving preservice elementary teacher education. The relationship between elementary teacher science content preparation and teacher attitude toward science and science teaching was the topic of this investigation.

Many elementary teachers report that their formal educational experiences have inadequately prepared them to teach science. Consequently, many elementary teachers avoid teaching science. If minimal content preparation fosters negative attitudes toward science and science teaching, it is reasonable to suggest that additional science content preparation may increase science instruction. Elementary education curricula are crowded with required courses. Requiring more science courses is necessary; also, a method to accomplish a change in attitudes is needed.

Will an elementary science methods course, including readings in science content, cause a change in attitude toward science and science teaching among preservice teachers? Research looked at the degree and direction of attitude change toward science and science teaching of preservice teachers participating in science methods courses, including readings on selected science topics.

Sections of a university elementary science methods course were assigned to treatment groups varying in the amount of science content readings. Research data revealed a significant relationship between students' perceived usefulness of the readings in teaching science and attitude change toward science teaching.

"PERCEIVED APPLICABILITY OF INTRODUCTORY SCIENCE COURSES"

Vernon Gifford, Mississippi State University, and Lawrence J. Bellipanni, University of Southern Mississippi

The latest national report card issued by Educational Testing Service (ETS) stated that students cannot translate basic school skills to the solution of daily problems. Therefore, the purpose of this study was to determine the perceived applicability of and the extent to which introductory science courses were meeting the daily needs/problems of education majors in a statewide population.

The Science Requirement Survey was responded to by senior students in education (N=316) during the spring semester, 1990. Students assessed the applicability of and the extent to which they used science content offered in meeting their daily needs/problems.

A three-response Likert-type scale (Frequently-Seldom-Never) indicated that only 9% of students frequently felt course content was applicable, while 43% stated it was never applicable. Elementary students perceived course applicability as higher than did secondary students; physical science courses were perceived as more applicable than biological courses; and no differences were perceived between courses taken at junior and senior colleges.

"SCIENCE TEACHERS' PERCEPTIONS OF THEIR INTERACTIVE DECISIONS"

William L. Butefish, University of Tennessee

The purpose of the study was to determine the frequency, nature, and rationale for the interactive decision making of secondary science teachers. Decisions were defined as considered changes in behavior which deviated from a teacher's planned scheme of behavior. Decisions not to alter the planned course of action were not considered. Need for the study was determined by the dearth of studies about secondary teachers reported in the literature on teacher thinking.

Seventeen science teachers, nine middle schools and eight high schools were videotaped. Pre- and post-conferences were audiotaped. The post-conferences followed the stimulated recall strategy. Data were collected from transcripts of the post-conferences.

Results revealed that these science teachers reported making 2.19 decisions per minute, the middle school teachers 1.80 per minute, the high school teachers 2.73 per minute. A comparison was made with previously established categories of elementary teachers' decisions. Two percent of the science teachers' decisions related to instructional objectives, 24% to content, 32% to the learners, and 42% to instructional processes.

Leading rationales for the decisions were keeping students engaged, expediting the lesson, providing positive feedback for desired behavior, enriching learning, reinforcing concepts, and clarifying decisions.

11:00 a.m. - 11:50 a.m. SCHOOLS AND EVALUATION (Discussion)..Pontalba

Presider: Richard Kazelskis, University of Southern Mississippi

Presenters: "IDENTIFYING AT-RISK PUPILS THROUGH DISAGGREGATION OF PERFORMANCE DATA"

James A. Tadlock and Henriette Allen, Jackson (MS) Public Schools

The school effectiveness movement is based on the claim that equal proportions of pupils from all social classes can master essential objectives. Evaluation of this claim must be made by disaggregating and comparing pupil achievement data of various groups. The purpose of this study was to compare the school performance of groups based on race, social class, and gender.

Course grades and CAT percentile scores for elementary and junior high pupils in an urban school district were disaggregated for each individual variable and all combinations of variables, including race (minority/non-minority), social class (poverty/non-poverty), and gender (male/female). Within the total group there were subgroups whose performance was significantly disparate from the group total. Non-poverty/non-minority females are the best performing group, whereas poverty/minority males are the poorest performers. In all groups, including the poorest performing group, there are many pupils who do succeed. Males are poorer performers and females are better performers regardless of race.

The district is: (1) attempting to modify instructional and management strategies for the groups in need, (2) allocating resources for those who need additional time or different methods of instruction, and (3) studying home and school variables associated with those who are successful.

"A STUDY OF SEVENTEEN SCHOOL DISTRICTS ON PROBATIONARY STATUS AFTER A REMEDIATION PROCESS"

Bettye Pulliam Holcombe, Houston (MS) Separate School District, and Aubrey W. Shelton, Mississippi State University

Seventeen public school districts in Mississippi were placed on probationary status for failing to meet 70% of the performance standards as required by the State Department of Education. Criterion-referenced assessment of basic skills in reading, mathematics, and written communication were administered to students in grades three, five, eight, and eleven. The Stanford Achievement Test was administered in grades four and six. This study investigated the difference between student achievement after a remediation process based on the following district variables: test scores, the number of students enrolled per school district, the district's local expenditure per student, and the percentage of students eligible for free/reduced lunch. The remediation concentrated on finance; curriculum/instruction; basic skills, academic reward, college core, and at-risk students; evaluation of staff; and community involvement.

MANOVA and discriminant analysis were utilized in this study. The results, conclusions, and implications of this study will be presented.

"GOOD APPALACHIAN RURAL HIGH SCHOOLS IN TENNESSEE AND KENTUCKY"

Gordon C. Bobbett and Ken Henry, Union College, and Russell French, University of Tennessee

There are few published accounts of the strengths of rural school performance in America. What are the common characteristics of good rural high schools? If these characteristics can be identified and measured, then lower-performance schools might benefit. The researchers' purpose was to identify the common strengths of good secondary schools in rural Appalachia.

The researchers identified six "good" Tennessee and Kentucky rural Appalachian secondary schools where they collected data through: (1) conducting 60 interviews, (2) administering the Wayson School Climate and Context Inventory (n=120) and Likert's Organizational Characteristics (n=153) to each school's administration and faculty, and (3) performing informal observations. Statistical treatments of the data included descriptive, inferential, and correlational analyses. Content analysis was used to analyze the interview data.

The researchers' findings fell into three categories: school climate, outcome orientation, and administration. These rural schools: (1) were orderly, pleasant places, (2) had purposeful activities, (3) exhibited caring attitudes, and (4) promoted student and community involvement. From an outcome perspective, these schools had clear, balanced goals, reflected a shared sense of purpose, and communicated their high expectations. Lastly, administrators were viewed as non-authoritarian instructional leaders who involved teachers in decision-making.

Since rural schools comprise the bulk of this country's education system, further research and communication of these identified strengths are needed.

"A PROFILE OF RURAL APPALACHIAN BAND DIRECTORS AND THEIR BAND PROGRAMS"

Gordon C. Bobbett, Union College

Before developing standards of excellence in rural band programs, skills/attributes must be identified. The study's purposes were to: (1) develop an academic/musical profile of band directors (BD) at selected rural Appalachian high schools, (2) determine the relationship between these BD's teaching methods and their students' performance on Colwell's Music Achievement Test 3 (MAT3), and (3) identify the profile of rural band programs.

MAT3, a validated, musical achievement test utilizing auditory perception, was administered to nine BDs and 211 students at six rural Appalachian high schools. Also, BDs' academic preparation, methods of student evaluation, students' musical activities (concert festivals, all-state band), funding, and band facilities were identified.

These BD's typically have bachelor's degrees, practice infrequently, score moderately low on MAT3, and evaluate their students subjectively. There was a significant correlation between their students' MAT3 scores and their emphasis on fundamental musical skills (scales, etudes, etc.) (r=.97), as well as regional all-state band (r=.82). The yearly expenditures per student ranged from $58 to $625, the band facilities were limited, and most programs extensively used middle school students to augment their programs.

In order to improve their programs' effectiveness, BD's need to: (1) improve their musical skills, (2) emphasize musical fundamentals and extracurricular music activities, (3) expand their budgets through effective fundraising, and (4) improve their band facilities.

11:00 a.m. - 11:50 a.m. TEACHER EDUCATION (Discussion) .... Ursuline

Presider: Glenda Holland, Northeast Louisiana University

Presenters: "PERCEIVED SEX BIAS AMONG GRADUATE STUDENTS OF EDUCATION"

Kristy Sasser and Abbas Tashakkori, Louisiana State University

Although research seems more or less clear about the presence of differential treatment of male and female students by teachers in elementary and high school levels, little data are available regarding these biases in higher education. Regardless of its presence, sex bias would affect the students' performance and self-evaluations if it is perceived or assumed to exist. This study is an attempt to investigate the degree to which such perceptions of differential treatment exists among graduate students in education (the present and future educators). The sample consisted of 131 male and female graduate students in education classes at two major universities in Louisiana. They were asked to react to a number of Likert-type items measuring their attitudes about presence of differential reactions to male and female students by themselves if they taught. Preliminary analysis of responses points to considerable attributions of sex-bias to professor or self. However, responses to open-ended items contradict these results. Implications will be discussed, and plans for development of better measurement instruments will be presented.

"INSERVICE TRAINING NEEDS AS PERCEIVED BY GRADUATE ASSISTANTS"

Tommy Bonner and Jacquelyn P. Deeds, Mississippi State University

This program was conducted to develop a training program designed to meet the needs for qualified teaching assistants at a major university. To adequately develop training programs for TA's on a university-wide level, it was important to know the demographics, needs, and problems of the audience being trained.

The population for this study was 101 graduate TA's. The study was conducted using a researcher-developed instrument, fall of 1989. With non-respondent follow-up there was a 52% response rate. Sixty-five percent of the respondents were in master's degree programs. Full course responsibility was reported by 69% of respondents. Preservice workshops were completed by 50% of respondents; 39% received teaching assignments less than one month before teaching.

Respondents indicated training was needed in techniques for increasing participation, effective lecturing, demonstrations and questioning, interacting with students, and planning a course. No serious problems were perceived by 64.1% of TAs during their first semester of teaching. TAs had primary course responsibility which would support such topics as planning a course, syllabus development, presentation of material, and student involvement, in TA training.

"SUCCESSFUL RECRUITMENT TECHNIQUES IN INDUSTRIAL ARTS/TECHNOLOGY EDUCATION TEACHER PROGRAMS"

Gerald G. Lovedahl and Dennis G. Tesolowski, Clemson University, and Clinton H. Isbell, California State University, Long Beach

Recruitment of students into industrial arts/technology teacher education is a problem which most programs continually face and appears to be worsening. The question arises as to what recruiting techniques are used by successful programs.

Chairmen of industrial education departments from 169 universities in the United States who have teacher education curriculum were contacted and asked to complete an instrument that included 15 recruitment techniques identified from previous research. Seventy percent (118) of this population responded.

The department heads were requested to rank order the top three techniques with which they have had success and rank each of the 15 techniques on a Likert-type scale. The top three techniques identified by the department heads from their ranking were: (1) referrals by high school teachers (65.6%), (2) contact with former students (54.8%), and (3) community college visits (23.9%). These rankings corresponded to the responses on the Likert Scale.

This study supports the importance of maintaining contact with former students, high school industrial arts/technology education teachers, and community college programs in any effort to improve the recruitment of students into industrial arts/technology education teacher preparation programs.

"WHAT PROFESSIONAL KNOWLEDGE TEACHERS NEED TO KNOW"

William F. White, Lamar University

Test requirements for prospective teachers were common in the 1920s and 1930s but were discarded as a serious measure until recently. As part of the education reform movement from 1983 to 1988, 48 states had either implemented or enacted plans to require teacher testing. Beyond the testing of knowledge at the time of earning teacher certification, basic competency tests in reading, mathematics, and writing have been added. In at least 18 states, the teacher's classroom performance is alleged to be measured.

Educational Testing Service is developing a national teachers exam (by 1992) which will focus on three major components of the knowledge teachers must know: (1) basic skills of reading, writing, and mathematics, (2) professional knowledge of pedagogy, and (3) subject matter areas or discipline. Basic skills are generally required for all prospective teachers; these skills are unusual in the area of reading, mathematics, and writing. Subject matter knowledge is in the area of the discipline the teacher is serving, e.g., history, mathematics, or English. The professional knowledge usually covers various domains of instruction and professional practice.

The professional knowledge teachers need to know includes instructional planning, classroom control, organizational structure, student and teacher evaluation, the psychology of learning, the psychology of pedagogy, legal and professional standards, and creative and original behavior.

12:00 p.m. - 12:50 p.m. CURRICULUM (Display)..Iberville

Presenters: "FACTORS INFLUENCING THE SOCIAL, EMOTIONAL, AND ACADEMIC DEVELOPMENT OF HIGH SCHOOL COLLEGE-PREP STUDENTS"

J. Sue Austin and Nancy K. Martin, Southeastern Louisiana University

Because the college freshmen year is generally recognized as being the most stressful, students are at a greater risk of dropping out. Therefore, it is imperative that schools provide quality, comprehensive programs for their college bound students. In order to better prepare these students for their future college experience, their specific needs must be determined. The purpose of this study was to identify the factors influencing the social, emotional, and academic development of high school college-prep students.

Data were collected from volunteer participants enrolled in a tenth-grade, college-prep English class at a southern public high school. In addition to demographic data, three instruments--Measures of Psychosocial Development, School Environment Preference Survey, and Study Attitudes and Methods Survey--were used. Comparisons were made based on age, gender, GPA, parents' educational level, parents' marital status, and family mobility. Results provide implications for program development. Tables and charts of statistical analyses and results will be displayed.

"THE USE OF LESSON PLANS AND INSTRUCTIONAL TECHNIQUES IN AN INDUSTRIAL START-UP EDUCATION PROGRAM"

Pamela C. Boyd, Mississippi State University

A specific method of planning and instruction (a short interval lesson plan) was utilized to educate employees in the start up of a new pulp mill at the Weyerhaeuser Pulp and Paper Complex in Columbus, Mississippi. This innovative approach to industrial training will be the topic for this display session.

Two professional educators were hired and assigned to the Weyerhaeuser Project by the State Department of Vocational and Technical Education. These educators instructed the industrial trainers in lesson planning and proper instructional techniques to ensure education of the highest quality was provided to the Weyerhaeuser employees.

Formal charts and displays explaining the use of the Short Interval Lesson Plan along with materials used to educate industrial trainers in lesson planning and instruction will be displayed. Qualitative and quantitative results concerning the success of this education program will be shared.

"AT-RISK MIDDLE STUDENTS: A SCHOOL'S RESPONSE TO CONTENT/SKILL DEFICIENCIES"

John L. Price and George Mann, East Central University, and Janette C. Price and Jeff W. Holland, Vilonia Public Schools

The subject of at-risk students has been a much-discussed one for the past five years or so. This is partly because at-risk students are one of the elements of reality in almost every school district and partly because how a district responds to the needs of these pupils tells a great deal about that district.

This is the response of one rural school district to the content/skill deficiencies of at-risk, middle-level students in grades seven and eight. It has been influenced by the research on effective schools and best practices, by the state's minimum performance test, by the state-adopted standardized test, and by the observation, assessment, and judgment of teachers, counselors and administrators.

The program developed has five goals: (1) to provide students with an enriched curriculum which includes both remediation and regular course content, (2) to maintain an academic focus in the classroom rather than a remedial or training one, (3) to enhance students' self-concept and increase students' expectations of themselves, (4) to help students attain the appropriate stage of discipline, and (5) to enable students to pass the state minimum performance test and to continue their education in high school without tracking.

"WHAT'S GOING ON HERE: AN ETHNOGRAPHY OF A SUPERIOR TEACHER"

John E. Bertrand and Carole F. Stice, Tennessee State University

The researchers undertook to examine an open, holistic classroom program implemented by what we believe to be a superior teacher. The general research questions guiding the study were: (1) How does this teacher implement her beliefs about teaching and learning? (2) What evidence is there that the children's cognitive and linguistic growth is related to their experiences? (3) How does the teacher structure this type of classroom, and (4) What responses do the children evidence that alters the ways in which the teacher sets up the classroom?

The researchers entered into a prolonged engagement over the course of a school year, eventually compiling notes that represented several hundred hours of observation. A modification of the Glaser and Strauss (1967) Constant Comparative Method of Analysis was applied for formal data analysis. The display will include a video of this classroom and excerpts from field notes with records of the analysis process. The researchers wish to present preliminary findings from this study along with discussion and questions.

12:00 p.m. - 12:50 p.m. DRUG EDUCATION (Discussion) .... Bonnet Carre

Presider: W. Hal Knight, East Tennessee State University

Presenters: "LOW INCIDENCE OF HEAVY DRINKING IN A CATHOLIC GIRLS' SCHOOL"

Carol David and Joseph T. Merkt, Office of Catholic Schools of the Archdiocese of Louisville

In March 1989, the Office of Catholic Schools of the Archdiocese of Louisville administered an instrument drawing selected items from the University of Michigan's "Monitoring the Future" survey instrument to 1,339 seniors in nine high schools in the Louisville metropolitan area. Since 1975, this survey instrument has been used to provide data for the reports of the National Institute on Drug Abuse. As expected, alcohol was the chemical substance which was most widely consumed. This survey instrument had one particular item asking respondents to indicate whether they had consumed five or more alcoholic drinks in a two-week period, and, if "yes," how many times they had consumed five drinks.

St. Maria Goretti High School (SMGHS), in this study a name given this particular girls' high school with 84 seniors, had noticeably less self-reported incidence of heavy drinking when compared to the 429 responses from the other girls' high schools. According to t-test results, SMGHS's average responses were significantly lower at the .05 level. Next, multiple regression was performed to ascertain which independent variable contributed most to these girls' lower incidence of heavy drinking. The attitudes toward risk of heavy drinking and disapproval of heavy drinking explained .39 of the variance in these girls' responses. The forward multiple regression was performed with these two attitudinal variables. The results showed that the perception of risk in heavy drinking explained .21 of the variance, while disapproval of heavy drinking contributed to .15 of the variance.

For several years, SMGHS has implemented on all grade levels the CASPAR curriculum program, which focuses on responsible decision-making about alcohol consumption. SMGHS added a peer education component to the CASPAR program. In the peer leader program, juniors and seniors convey attitudes toward risks of and disapproval of heavy drinking to freshmen. Furthermore, within the student assistance program, special attention is given to high-risk students such as children of alcoholics, children from broken homes, and transfer students. As some of the literature indicates, drug and alcohol education in combination with student assistance programs might be effective to some extent in decreasing abusive alcohol consumption.

"COMPARISONS OF ADOLESCENT DRUG AND ALCOHOL USE BY SEX, RACE, AND GRADE LEVEL"

Mark E. Pitcock, Parents' Resource Institute for Drug Education (PRIDE); Ronald D. Adams, Western Kentucky University; and Lynda N. Lee, Eastern Kentucky University

Accurate identification regarding adolescent drug and alcohol use is critical to making wise decisions regarding implementation of effective prevention strategies. Although prevention of use among adolescents is recognized as the best way to solve the drug epidemic problem, little information exists regarding the extent of drug use for subgroups within adolescent populations. Therefore, it was the purpose of this study to investigate the relationship between drug use and the demographics: sex, race, and grade level.

The PRIDE Questionnaire was administered to junior and senior high students (n=356,078) in 38 states. Results indicated that Blacks are among the least using adolescent subgroups, with Black female students reporting the least use of drugs and alcohol. White males were found to be the highest using subgroup for most drug categories. A greater percentage of senior high students reported drug use than junior high students.

It is recommended that annual surveys be administered to identify the adolescent subgroups most at risk for alcohol and drug use. Knowledge based identification of "at-risk" subgroups will enable communities to design prevention strategies targeted towards the more "at-risk" or "at-need" students.

"A SURVEY OF ADOLESCENT DRUG AND ALCOHOL USE IN GEORGIA: CONTRAST OF 1987 SURVEY FINDINGS TO 1989 SURVEY FINDINGS"

Mark E. Pitcock, Parents' Resource Institute for Drug Education (PRIDE); Ronald D. Adams, Western Kentucky University; Lynda N. Lee, Eastern Kentucky University; and Rendel Stalvey, Georgia State Department of Education

Reported annual use of drugs and alcohol has become the barometer of adolescent drug use for communities across the nation. Alcohol and drug use by adolescents in Georgia was measured by administering the PRIDE Questionnaire to students in grades 6 through 12 in 1987 and 1989. Contrasts of the two sets of data measured changes in alcohol and drug use among Georgia students over the two-year period.

From the PRIDE Questionnaire, items selected for contrast were "frequency of use," "intoxicating effects of drug use," "perceptions of drug use as a health hazard," and "perceived availability." Responses from the 1989 survey (n=140, 472) compared to responses from the 1987 survey (n=157, 115) indicated a modest reduction in use by students in grades 9 through 12 and little change in use by students in grades 6 through 8. Students using illicit drugs reported an alarming increase in intoxicating effects. All students perceived drugs to be more available in 1989.

Annual school-based surveys are strongly recommended to monitor drug and alcohol use patterns of students during the 1990's. Community access to these data would facilitate youth drug and alcohol prevention efforts.

"DRUG-FREE SCHOOLS FOR NATIVE AMERICAN STUDENTS"

Melvin Eugene Franks, Mississippi Band of Choctaw Indians, and Scott Allen, Choctaw Tribal Schools

This paper presents the results of a successfully implemented drug education program for Native American students - The Choctaw Drug Education and Prevention Program. The purpose was to establish a program of drug abuse education and prevention, coordinate related community efforts, and to coordinate resources for elementary and secondary students attending the Choctaw Tribal Schools.

The primary objectives of the local school-based drug and alcohol abuse prevention and education program included: (1) the development and implementation of a drug abuse education curriculum which teaches that illicit drug use is wrong and harmful, (2) family drug abuse prevention programs for parents, and (3) inservice and preservice training in drug and alcohol abuse prevention.

The data collected to evaluate the success of the program included the Adolescent Health Survey administered by the National Indian Health Services; individual interviews with students, teachers, parents, and other educational personnel; and program reports. The data were analyzed using descriptive statistics.

The Choctaw Drug Education and Prevention Program was very successful. For example, there was a 43% decrease in the number of students sniffing inhalants during the school day. Drinking during school also decreased from 30% to 9%, and students' self-concept and attitude toward school showed significant improvement.

12:00 p.m. - 12:50 p.m. APPLICATIONS OF QUALITATIVE METHODS WITH LOW INCIDENCE POPULATIONS (Symposium) .... Bienville

Organizer: Norma E. Tedder, Mississippi State University

Presenters: "OVERVIEW"

Norma E. Tedder, Mississippi State University

As qualitative methods of conducting research regain popularity among educational researchers, questions arise regarding their appropriate application. The purpose of this symposium is to delineate the application of several qualitative methods in research regarding low incidence populations of students, specifically those who are deaf, deaf-blind, and blind. Each study addressed different methodological problems relevant to reliability and validity. These problems and their solutions in four studies are presented as examples for consideration by other researchers.

"TRANSITION OF YOUTH WITH VISION DISABILITIES"

Norma E. Teddler and Lynn McBroom, Mississippi State University

In order to enhance reliability in a study of the transition from school to work for youth who have vision disabilities, multiple interviewers conducted semi-structured interviews with the youth and with a cadre of related personnel. Reviews of case service records serve to triangulate the data. Informational matrices were used to display data and make decisions regarding the main themes in the transitional experience for this low incidence group.

"SUPPORTED EMPLOYMENT OF DEAF-BLIND STUDENTS"

Anjoo Sikka and Norma E. Teddler, Mississippi State University

A second research team used a multi-subject time series design to discover the impact of interventions designed by "expert teams" in supported work environments for students who are deaf-blind. The primary issues were the establishment/definition of the dependent measure and the techniques of observation and intervention. Individualized interventions were designed by the communications styles in videotaped segments.

"VALIDATION OF SPECIALIZED TECHNIQUES FOR STUDENTS WHO ARE DEAF-BLIND"

Norma E. Teddler and Anjoo Sikka, Mississippi State University

The primary issue in this study was the establishment of the unit of analysis. A multiple case study approach was used which incorporated a time series design for specific variables based on classroom observations. Teacher self reports, teacher diaries, and standardized measures were used to note teacher change before and after intervention training.

"HOW A DEAF CHILD BEGINS TO LEARN LOGO"

Kathleen Warden and Amy R. McDaniel, Mississippi State University

The fourth research team used observational techniques to describe the learning behavior of a deaf student with respect to a specific learning system (LOGO) in this case study. One of the problems to be solved in this study was reliable determination of problem-solving and critical thinking in a student who is not fluent in English. Videotapes and their transcripts were analyzed to establish categories and were supplemented by a journal maintained by the participant-observer. Audience participation is invited in the form of questions regarding the rationale for each of the research decisions and how it affected reliability and validity.

12:00 p.m. - 12:50 p.m. ADMINISTRATION (Discussion) .... Cabildo

Presider: George McCormick, Columbus, Georgia

Presenters:

"AN EXPLORATORY ANALYSIS OF INSTITUTIONAL EFFECTIVENESS DIMENSIONS COMMON TO TYPES OF INSTITUTIONS AS CLASSIFIED BY THE CARNEGIE CLASSIFICATION SCHEME OF COLLEGES AND UNIVERSITIES"

Patsy Daughterty and Mickey Lee, Eastern Kentucky University, and Charles Elton, University of Kentucky

The purpose of this study was to conduct an exploratory analysis of institutional effectiveness dimensions common to types of institutions as classified by the Carnegie classification scheme of colleges and universities. The study differed from earlier inquiries in that it sought to find common institutional effectiveness dimensions which might enhance the utility of cross-institutional comparisons. In addition, it was expected that the study would advance the knowledge concerning the construct of institutional effectiveness. The sample consisted of 246 faculty, administrators, and trustees representing 26 institutions of higher education. Data were collected using a 57-item questionnaire. Exploratory data analysis using boxplots were used to analyze and explore effectiveness dimensions within types of institutions. The results indicate that certain effectiveness dimensions are unique to particular types of institutions. Implications of these results will be discussed.

"THE LOGIC OF CONFIDENCE AND THE SUPERVISION OF INSTRUCTION: PERCEPTIONS AND PRACTICES OF ELEMENTARY SCHOOL PRINCIPALS"

Richard D. Keaster, Southeastern Louisiana University

In the works set forth by Meyer and Rowan concerning schools as institutionalized organizations, a dilemma arises surrounding the supervision of the technical activity (instruction) within those schools. While deemed important, the literature implies that, within schools, the practice is deemphasized.

Meyer and Rowan suggest a "logic of confidence" is in effect that allows the organizations to maintain credibility in the face of this discrepancy. The answers are found in the dimensions of the "logic of confidence," the "myth of professionalism," and the elements of "facework."

Six suburban public school principals were interviewed and observed. Their beliefs and behaviors with regard to instructional supervision were analyzed in the context of Meyer and Rowan's concept of the "logic of confidence." Teacher interviews completed the data-gathering triangulation process. Nine distinct analytical categories emerged, and data were compared across the six subjects within these categories.

Recent accountability measures initiated by the subjects' district had promoted close contact and monitoring of the teachers' work. As a result, Meyer and Rowan's concept received little support from the data. Respect for the teachers and an appreciation for their professionalism were more attributable to relatively close contact with the teachers in their daily instructional activities.

"THE RELATIONSHIP BETWEEN SECONDARY TEACHERS JOB SATISFACTION AND THEIR PERCEPTIONS OF SCHOOL CLIMATE"

Sara A. Chittom, Lee County (MS) Schools, and Walter E. Sistrunk, Mississippi State University

The study investigated the relationship between Mississippi public secondary teachers' perceptions of school climate and their level of job satisfaction. The School Climate Survey and the Teacher Satisfaction Survey (National Association of Secondary School Principals) were used to gather the data. The population consisted of all secondary school teachers in Mississippi's public schools. Responses were solicited from a random sample of 120 teachers. The sample was stratified on the basis of the number of school districts with appointed and elected superintendents. Data were analyzed with analysis of variance and factorial analysis. The findings were considered to be statistically significant at the .05 level.

Findings showed that teachers with high levels of job satisfaction indicated more favorable impressions of school climate than did teachers with low levels of job satisfaction. Those teachers with high levels of job satisfaction indicated more favorable impressions of school climate as measured by each of the subscales on the School Climate Survey than did teachers with low levels of job satisfaction. The variables of subject taught, type of school district, and appointed or elected superintendent did not make a difference in the relationship between level of job satisfaction and perception of school climate.

"INSTRUCTIONAL LEADERSHIP BEHAVIORS THAT EMPOWER TEACHER EFFECTIVENESS"

Oneida L. Martin, Tennessee Technological University

As the second wave of educational reforms begins to emerge with school leaders, the teacher empowerment movement is gaining momentum. Instructional leaders in the 90s will be plagued about their functioning role with teachers.

This study examined reported instructional leadership behaviors that influence teacher empowerment. A questionnaire was developed to assess teachers' perceptions of principals'/supervisors' behaviors with pedagogical efficacy, relationships, and collaboration. The instrument had three scales with 39 items on a 5-point Likert scale.

A series of ANOVA tests was conducted. Comparison of mean scores with principals/supervisors were examined. Correlations of scores were examined for relationships with leadership behaviors and teacher satisfaction.

Seventy-two teachers participated in the study. The teachers (61%) hardly had confidence seeking help from principals/supervisors. The effect of teaching experiences was significantly higher than school level ($F=4.33$, $p<.05$). Self-assessments of teaching were related to communication of ineffectiveness ($r=.60$). Teachers were concerned with delayed instructional feedback. Trust and confidence in leaders were related to observational conferences ($r=.71$). Teachers will require humanistic approaches in the 90s.

The study has implications for developing leadership frameworks for teacher autonomy. School leaders need to know what behaviors will develop teachers as self-directed professionals.

12:00 p.m. - 12:50 p.m. HANDICAPPED (Discussion)..Pontalba

Presider: B. J. Naylor, Freed-Hardeman University

Presenters:

"A CONCURRENT VALIDITY STUDY OF THE CARS AND THE ASIEP AUTISM BEHAVIOR CHECKLIST"

Betty Milner and Ronald Eaves, Auburn University

Instruments designed to measure similar constructs are expected to exhibit a high degree of convergent validity. This investigation studied the relationship between two instruments that purport to identify individuals with autism: the Childhood Autism Rating Scale (CARS) and the Autism Screening Instrument for Educational Planning - Autism Behavior Checklist (ABC).

A sample of 77 subjects were drawn from the population whose records indicated a diagnosis of autism. Prior to data analysis, the 15 items comprising the CARS were logically paired with the five corresponding ABC scales.

Three of the five CARS scores correlated at a moderate level with its corresponding ABC scale. Correlations for the remaining two scores were modest or nonsignificant, whereas the correlation between the total scores for the two instruments was moderate ($r=.67$).

The relationships found indicated that the instruments measure similar, but not identical, constructs. At best, less than 50% of the variance of one distribution could be predicted from a knowledge of the other. In the worst case, knowledge of the CARs language score afforded virtually no information about the ABC language score. Nevertheless, the generally higher convergent and lower discriminant validities may be taken as modest support for the construct validity of the two instruments.

"AN INVESTIGATION OF DISCREPANCY SCORES BETWEEN INTELLIGENCE AND ACHIEVEMENT IN MENTALLY RETARDED AND LEARNING DISABLED STUDENTS"

Joe E. Walthall, University of Central Arkansas, and Terry Smith, University of Central Arkansas

The determination of eligibility for special education instructional and/or related services has long been a subject of controversy among educators. Efforts to correlate present levels of academic functioning with measured achievement and intelligence have proved to be less than perfect. Reevaluation of special needs students in order to justify the continuation of services has resulted in widespread abuse of the intent of the regulations.

Using evaluation results from rural public school districts in Arkansas, initial evaluation results on the Wechsler Intelligence Scale for Children - Revised and standard scores obtained from the Wide Range Achievement Test - Revised were compared to determine a discrepancy score. Reevaluation results of the same students were examined to compute a second discrepancy score. The two discrepancy scores were then subjected to statistical treatment to determine significance of change.

Discrepancy scores may provide a consistent measure of progress for the special needs learner in the public school. Such scores would perhaps be more meaningful than grade equivalent comparison which, although widely used, tend to be inconsistent in measuring the discrepancy between functional level and achievement.

"SYNTAX ABILITIES OF HEARING-IMPAIRED STUDENTS ENROLLED IN MAINSTREAM AND RESIDENTIAL SETTINGS: A PILOT STUDY"

Rodney W. Woods, Louisiana School for the Visually Impaired, and Jimmy D. Lindsey, Southern University

It was the purpose of this pilot study to investigate the syntax abilities of students with hearing impairments. Six students participated in this study: (1) two were enrolled in a mainstream setting, (2) two received special educational services at a residential school but lived at home, and (3) two received special educational services and lived at a residential school. An informal test was developed and administered to determine the students' syntax abilities. Qualitative and descriptive procedures were used to analyze the data. Results indicated that students with hearing impairments enrolled in different educational settings have varied syntax competence. Regular and special educators should be aware of these exceptional learners' syntax abilities and use this knowledge to plan and implement teaching-learning activities.

"MEASUREMENT INTEGRITY OF THE FAMILY RESOURCE SCALE"

David Sexton and Brenda Burrell, University of New Orleans, and Bruce Thompson, Texas A&M University

One major challenge facing early interventionists is meeting the legal requirements for a family-focused assessment as specified in P.L. 99-457, Part H. This landmark piece of legislation requires that family needs must be assessed and used in the development of an Individualized Family Service Plan (IFSP). A recent instrument developed for this purpose, the Family Needs Survey - FNS (Baily & Simeonsson, 1988), is a 35-item instrument that identifies needs in six different domains: needs for information, needs for support, explaining to others, community services, financial needs, and family functioning. However, very little information is available about measurement characteristics of this instrument.

The FNS was administered to 53 mothers of young children with handicaps. Alpha coefficients for the six subscales ranged from .65 to .86. The alpha coefficient or the total scale was .91. Factor analysis was used to determine content validity of the FNS. A generally meaningful structure emerged in the present study that fairly well replicated that reported by the authors.

Overall, the results of this study support the measurement integrity of this instrument. These findings would encourage service providers and researchers to consider the FNS as a reliable and valid instrument.

12:00 p.m.- 12:50 p.m. INSTRUCTION (Discussion) .... Ursuline

Presider: Glynn Creamer, Eastern Kentucky University

Presenters: "AN INTERACTIVE INSTRUCTIONAL EVALUATION MODEL: FEEDBACK AS EVALUATION AND EVALUATION AS FEEDBACK"

Susan A. Tucker and John V. Dempsey, University of South Alabama

Professionals in the business of affecting human performance cannot escape feedback and evaluation. Compound the pressure of instructional decision-making with ever-changing interactive technology delivery systems and the problems surrounding systematic evaluation explode into a migraine of questions such as: Why are objectives-based evaluations insufficient? Where do you start? Who are your real clients? How do you address the hidden agendas? How do you balance quantitative and qualitative data collection methodologies? How do you feedback evaluation results to critical stakeholders?

This session will discuss an interactive instructional evaluation (IIE) model to answer the aforementioned questions in three stages: (1) analyze the strengths and weaknesses of prevailing evaluation models (objectives-oriented, consumer-oriented and management-oriented) in order to provide a grounding context, (2) propose a semiotic IIE model which negotiates a cognitive/behavioral synthesis, and (3) describe specific questions, data collection methods, and standards used by IIE to focus the design, development, and delivery of technologically-mediated interactive instruction. Examples will be drawn from two IIE evaluations. The first case was a short-term, problem-solving training module for 49 second-year medical school students. The other is a federally-funded, large-scale medical curriculum redesign project operating over a three-year cycle.

"THE EFFECTS OF HORN'S TEST-STUDY-TEST METHOD ON COLLEGE STUDENTS' SPELLING PROFICIENCY"

M. Elizabeth Partridge and Joe L. Bitner, Southeastern Louisiana University

Although research has shown that the "test-study-test" method of teaching spelling is more successful than the "study-test" method, classroom teachers continue to use the "study-test" method. Elementary education majors tend to perceive it as the best method to use. To determine the success of the test-study-test method on spelling ability, this study was conducted with college elementary education seniors.

A spelling test was developed consisting of 15 frequently misspelled words. Over five semesters, during the eighth week of the term, 226 students in a methods class were given a pretest, exercises for studying misspelled words, and then a posttest. During the fifteenth week of the semester, a second posttest was administered.

Means of the three tests were compared using a one-way analysis of variance. A significant difference at the .001 level was found between Tests I and II, and Tests I and III. No significant difference was found between Tests II and III.

Because of the success of the test-study-test method, teacher educators need to expose future teachers to this technique. When education majors experience improvement in their spelling abilities, they are more apt to use the test-study-test method when they enter the real world of teaching.

"INSTRUCTIONAL DESIGN IN PHARMACEUTICAL EDUCATION: A COMPREHENSIVE LITERATURE REVIEW"

Glenn M. Hymel, Loyola University of New Orleans, and Lanny Foss, Xavier University of Louisiana

Instructional design issues related to the preparation, implementation, and evaluation of instruction are gaining increased recognition at the tertiary level in health science educational areas such as pharmacy. However, what has been lacking in the literature on pharmaceutical education is a comprehensive review aimed at characterizing past and current efforts with a view toward formulating a needed agenda for future work where instructional design is concerned.

This paper provides a state-of-the-art review of the conceptual/theoretical, integrated review, and empirical research literature available on instructional design in pharmaceutical education. Particular attention is given to the following themes: theoretical assumptions underlying instructional trends in pharmaceutical education; specific activities prevalent in pharmaceutical education that span the preparatory, delivery, and evaluative aspects of instruction; and implications of instructional design practices for curricular development issues in pharmaceutical education.

As a consequence of this comprehensive literature review spanning the past 25 years, a taxonomy is provided that portrays: (1) past instructional design trends in pharmaceutical education, (2) current emphases being addressed in this area of health science education, and (3) a recommended direction that pharmaceutical educators might assume regarding instructional design activities that remain most in need of attention.

"PEER TUTORING: A HELP OR A HINDRANCE"

Timmi Graves, Memphis State University

When properly implemented, peer tutoring has been proven to be a worthwhile endeavor; however, it can be not only ineffective but also detrimental to the students involved. Peer tutoring consists of two students of approximately the same chronological age working together -- one student as the tutor/instructor and the other student as the tutee. Problems arise when determining whether this tutoring method is truly beneficial to all involved. Research has shown that benefits such as increased self-esteem, greater knowledge in the subject area, and greater academic motivation occur; however, the peer tutor profits more than the tutee.

An effective peer tutoring program entails many time consuming activities such as training the tutors, proper pairing of compatible tutors and tutees, and constant monitoring and supervising of the program by a trained teacher. Even in tightly controlled programs, complications such as low self-esteem for the tutees and an overload of work for the supervising teacher could arise. While peer tutoring could be run successfully, many areas in this program must be carefully constructed and monitored. Although there is a great deal of excitement about this method of tutoring, schools should be cautious when installing a peer tutoring program.

1:00 p.m. - 1:50 p.m. EVALUATION, TEACHING, AND AFTER SCHOOL (Display) ....Iberville

Presenters:

"USING THE CAREER DEVELOPMENT INDICATOR AND THE INSTRUMENT SUMMARY ASSESSMENT PROGRAM TO PROVIDE A SNAPSHOT PROFILE FOR PROFESSIONAL RENEWAL"

Donald F. DeMoulin, Arkansas State University

Changing times and technologies have appeared to add more pressures to educators. The dynamics of our society and increased public demands have produced adverse classroom conditions. These conditions have led to increased emotional and physical duress among educators and early departure from the teaching profession.

Past research has indicated that educators operate in certain levels of career development. Knowledge of these levels is essential in order to investigate appropriate methods of renewal that will lessen the impact of attrition or ineffective teaching due to inadequate preparation, stress, or burnout.

This poster session will focus on the advantages of a snapshot profile of preservice teachers, experienced teachers, or administrators through a computer-generated summary. Participants will be given the opportunity to have their level of career development analyzed through the Career Development Indicator (CDI) and the Instrument Summary Assessment Program (ISAP). Information and accompanying materials will also be available.

"AFTER SCHOOL CARE ARRANGEMENTS: A STUDY OF PARENTS OF SCHOOL-AGE CHILDREN IN RURAL COUNTIES"

Linda Garris Christian, Arkansas Tech University

This display presentation is a visual description of a study concerning eight rural counties' latchkey population and illustrates background information and methods used, as well as findings.

Much of the existing literature focuses on urban latchkey children rather than the rural latchkey child. This session will allow MSERA participants to learn more about this part of children's lives which influences the welfare of the child and the family. A primary goal is to stimulate thinking about latchkey children and their families.

The researcher used randomly sampled elementary schools to distribute a simple questionnaire to parents to explore what child care options currently exist and are being used by parents. As the information was strictly descriptive, only the means were used in reporting the data.

"AN EVALUATION OF ISSUES AND INNOVATIONS IN READING INSTRUCTION: A CLASS ACTION PROJECT"

Connie L. McDonald, Amy Johnson, Lee Thomas, Diane Smith, Missy Allgood, Jennifer Cockrell, Linda Arthur, Deborah Milligan, Christy Peterson, and Carolyn C. Williams, Mississippi State University

Believing it vital to understand why innovative programs are implemented in schools, twelve graduate students in research in reading developed a study to investigate four recently adopted innovations in reading. They were as follows: Labnet; Writing to Read, Sing, Spell, Read, and Write; and the Whole Language Approach. The members of the research in reading class at Mississippi State University developed seven major criteria on which to evaluate the four innovative reading programs. They included: (1) a program description inclusive of general facts and related studies, (2) basic sources used to fund the innovations, (3) procedures for classroom implementation, (4) the teacher's roles, (5) the student's role, (6) additional cost factors involved in program maintenance, and (7) program evaluation. This display will show the results of the evaluation procedures and the responses of a survey of students and teachers who participate in the evaluation.

1:00 p.m. - 1:50 p.m. **COMPUTERS AND COMMUNITY COLLEGES (Discussion)...............Bonnet Carre**

Presider: Ernest A. Rakow, Memphis State University

Presenters: "COMPUTER USE IN ARKANSAS SECONDARY SCHOOLS"

Gordon R. Sutherlin, Harding University, and Dennie L. Smith, Memphis State University

School districts are acquiring greater amounts of computer technology for the classrooms and administrative offices. Before the further development of appropriate programs for the use of computers in education, a determination of what has already been developed and the concerns that administrators and teachers have about the use of computers in education needed to be made.

A survey, including the Stages of Concern Questionnaire (SoCQ) developed at the University of Texas, was sent to every public high school in the state of Arkansas. Of the 2,734 surveys sent, 54% (1,485) were returned from superintendents, principals, and teachers.

Schools which used computers for administrative tasks were more likely to also use computers in academic areas. The academic computers were most often located in the traditional areas (business education and computer science). The computers were used less than an estimated 30% of the available time.

The majority of teachers and administrators indicated that they knew little about computers or needed to know more about the use of computers. Teachers that used computers were more concerned about the effect of computers on the students and exchanging ideas and information with other educators.

"THE EFFECT OF COMPUTER-ASSISTED INSTRUCTION ON THE ACADEMIC ACHIEVEMENT OF JUNIOR COLLEGE STUDENTS"

Warren A. Land, Mississippi State University, and Julia J. Haney, Wood Junior College

The purpose of this study was to compare the effects of traditional and computer-assisted instruction on academic achievement in a junior college psychology course. More specifically, when general aptitude and ability were controlled through using ACT scores as the covariate, there will be no significant differences in the achievement of psychology students taught through the use of traditional methods and those taught through the use of computer-assisted instruction.

The subjects were 145 junior college students. Data were collected through the use of the total ACT score and academic records. A significantly higher grade point average was achieved by the computer-assisted group as compared with the traditional group. When race, age, and sex were treated as independent variables, race was found to be a significant factor at the .05 level. Students taught through the use of the computer had more positive attitudes toward the course and the professor than those taught through the use of traditional methods.

"THE PURPOSES AND FUNCTIONS OF THE COMMUNITY COLLEGE AS PERCEIVED BY COMMUNITY COLLEGE ACADEMIC CLASSROOM TEACHERS"

Harold J. Morris, Mississippi State University

Effective attainment of institutional goals mandate that all components in the system know the goals and functions of the system.

This study consisted of a questionnaire administered to a 15% sample (N=120) of the full-time academic classroom teachers in 13 of the 15 public community colleges in Mississippi. A return of 74.2% (N=89) was usable for this study.

Part 1 consisted of 25 generally accepted functions with a request to indicate a level of agreement for each item. Part 2 consisted of 10 programs with a request to rank-order the programs in order of priority as the respondent perceived them to be currently provided and how they should be provided.

The overall consensus of the study was that the sampled teachers perceived the community college to be a comprehensive institution. However, the rank-ordering of the 10 programs indicated an overwhelming perception that priorities are currently used and should be continued. Academic and vocational-technical programs ranked first and second while remedial and baby-sitting programs ranked ninth and tenth. These findings are consistent with earlier studies conducted with Mississippi community college administrators and with board members.

"COMPUTER-RELATED STRESS AMONG TWO-YEAR COLLEGE STUDENTS"

Collin T. Ballance, Tennessee Department of Education, and Sydney U. Bennett, Nashville State Technical Institute

The use of computers, either as the object of instruction or as an aid to instruction, may introduce a technology-related stress into the educational process. The purpose of this study was to begin to assess the degree to which technology-related stress exists among students in a two-year technical school. Also of interest was the issue of whether a relationship might be detected between technology-related stress and academic achievement. Whether it is useful to attempt to measure stress in students was another question of institutional interest.

A stress scale, an attitude-toward-computer scale, and a computer hassles measure were administered to students in data processing, accounting, electronics, and English classes. The 186 students participated voluntarily. No students from remedial or developmental curricula participated.

Students' scores on the scales, aptitude measures, achievement measures, and demographic data were examined. The scores on the study scales compared favorably to scores from students attending traditional four-year colleges. Some "high stress" students were identified, but no strong relationship between stress and achievement was indicated.

Summary statistics associated with the study scales, student aptitude and achievement, and student demographic characteristics are presented. Institutional recommendations and notes are included in the paper.

1:00 p.m. - 1:50 p.m. FACTORS THAT INFLUENCE THE TEACHING PERFORMANCE OF PRESERVICE ELEMENTARY SCHOOL MATHEMATICS TEACHERS (Symposium).........Bienville

Organizer: Elizabeth Goldman, Vanderbilt University

Presenters: "OVERVIEW"

Elizabeth Goldman, Vanderbilt University

The purpose of this symposium is to examine factors that may influence the mathematics teaching performance of prospective elementary school teachers in field placements. The subjects were 49 students enrolled over a three-year period in a practicum associated with a mathematics methods course for elementary teachers and 44 students who enrolled in student teaching during that period and who had completed the methods course in an earlier semester. These students were each observed teaching a mathematics lesson and were interviewed about their instructional decisions. Observational data were collected by trained observers using a mathematics-specific rating scale and activity inventory, and each preservice teacher was interviewed following the lesson using a structured protocol. The presenters will discuss preliminary results and methodological issues arising from this three-year project funded by the National Science Foundation.

"INFLUENCE OF THE MATHEMATICS METHODS COURSE ON THE MATHEMATICS TEACHING PERFORMANCE OF PRESERVICE ELEMENTARY SCHOOL TEACHERS"

Elizabeth Goldman, Vanderbilt University

During the period of the study, the mathematics methods course was revised to incorporate video examples of topics covered in the course. There were significant differences in the practicum teaching performance of students who completed the course before and after the revision. The differences did not persist, however, into the student teaching semester.

"INFLUENCE OF THE FIELD SETTING ON THE MATHEMATICS TEACHING PERFORMANCE OF PRESERVICE ELEMENTARY SCHOOL TEACHERS"

Linda Barron, Vanderbilt University

Results of a comparison of mathematics teaching performance of practicum students, student teachers, and experienced teachers will be reviewed. Also, results of a repeated measures analysis of the subset (n=23) of preservice teachers who were observed during both practicum and student teaching placements will be reported. Practicum students' teaching performance was significantly better (in several competency areas) than the performance of these same students in the student teaching placement, suggesting that the pressures of the field setting may override any advantages the slight increase in experience produces.

"ATTRIBUTED SOURCES OF INSTRUCTIONAL DECISIONS IN MATHEMATICS LESSONS OF PRESERVICE ELEMENTARY SCHOOL TEACHERS"

Mary Lou Witherspoon, Vanderbilt University

Information was examined that was gained from interview questions seeking the source of practicum and student teachers' ideas for mathematics instruction. Discernible trends appear in the cited sources of observed behavior of practicum students as compared to student teachers and in the behavior of students who had received the video component of the methods course as compared to those who had not.

"STUDYING THE EFFECTS OF MATHEMATICS BACKGROUND ON THE TEACHING PERFORMANCE OF PRESERVICE ELEMENTARY SCHOOL TEACHERS"

Julie Shelton, Vanderbilt University

In an attempt to determine the extent to which the classroom performance of preservice teachers can be predicted by mathematics background, a series of regression analyses was conducted. Dependent variables were items on the observation rating scale; independent variables included scores on the mathematics portion of the SAT, item totals on the Aiken-Dreger mathematics attitude inventory, and final grade averages in selected mathematics education courses. Results from the regression analyses as well as issues concerning the methodology will be presented.

1:00 p.m. - 1:50 p.m. **SCHOOLS (Discussion) .... Cabildo**

Presider: Ann D. Chapman, Eastern Kentucky University

Presenters: "A STUDY OF TEACHERS' PREFERRED MODES OF HELPING STUDENTS"

Jeffrey Gorrell and Landa Trentham, Auburn University

Conditions under which teachers adopt differing strategies for helping students who are not achieving at an appropriate level were investigated. Bandura (1977) indicates that the sources of information most effective in self-efficacy and behavior change are (in descending order) performance attainments, modeling, reduction of emotional arousal, and verbal persuasion from others.

Graduate students in education were asked general questions about typical motivational techniques used by teachers and were given a set of scenarios, each of which described the performance and behavior of a student. The graduate students were asked to rank, in order of preference, several possible teacher responses to the student's behavior. These responses were designed to identify the raters' preferences for the four Bandura categories for promoting change listed above. Variations in the types of situations and student problems enabled the researchers to seek patterns of the raters' helping responses and to analyze rater responses based upon the types of problems that were presented.

Data analyses included correlations and analyses of variance. Results of the study will be presented along with a discussion of implications for a theory of self-efficacy change and for teacher education.

"ESSENTIAL ISSUES FOR EDUCATION, IN RE: THE PREVENTION OF CHILDHOOD PSYCHOLOGICAL MALTREATMENT"

Paul A. Turgi, Morehead State University

It was determined that a significant need existed nationally for the primary prevention of childhood psychological maltreatment and that little planning was in process to meet this need.

To assist in providing direction for leadership, a three-round Delphi procedure was used to develop consensual opinion from 18 experts in the area of child abuse and neglect from around the nation. They developed 68 categorized and ranked issues deemed essential to long-range strategic planning.

Multivariate cluster analysis was used to help direct issue consolidation; the median and semi-interquartile range provided previous round feedback to the experts; and the Wilcox on Matched-Pair Signed-Rank Test checked for stability of response between rounds.

Education was one of the most important fields targeted by the panelists, with (1) classroom psychological maltreatment tied as the number one serious problem, and (2) the need for high schools to require child development and parenting classes for all students ranked as third.

The findings indicate that education has both: (1) a classroom psychological maltreatment problem needing immediate attention and (2) the opportunity to impact the quality of future parenting as directions for important prevention activity.

"STRATEGICALLY PLANNED PARENT INVOLVEMENT AND EDUCATION PROGRAMS CAN IMPROVE INTERGENERATIONAL LITERACY"

Jack Blendinger, Mississippi State University

The purpose of this position paper was to address the need for strategically planned parent involvement programs as a means for improving intergenerational literacy. Illiteracy is a complex, cultural condition linked to expectations and circumstances rooted in the environment. Intergenerational literacy describes the formal or informal literacy instruction that goes on between adults and children in a society.

Parent involvement and/or education programs are often not planned or evaluated as a significant part of the school program. Research, however, strongly supports parent involvement in schools by showing that when parents are meaningfully involved in their children's education, the children achieve at a higher level and have more positive attitudes toward school. Parent participation in their children's learning results in a shared experience that benefits the parents as much as the children and helps break the cycle of low levels of literacy through changing behavior.

Developing a successful parent involvement and education program that addresses intergenerational literacy requires leadership from the school principal and a whole-hearted commitment to planning. This position paper focused on a step-by-step, school-based process for strategically planning to address needs, resolve barriers, set goals, and identify activities that, when implemented, will achieve the goals.

"LOCAL FUNDING AND TAX BASE FOR RURAL PUBLIC SCHOOLS"

James Reid Jones, Elbert Nelson, Jr., and Larry Hailey, Delta State University

The percentage of a school district budget derived from local sources of revenue is a positive indicator of school system performance. Data profiles on 130 rural school districts in the South were entered into a database for analysis. The total percentage of district funds was classified as percent federal, percent state, or percent local, according to the source. Local funding percentage was based on local mileage, ad valorem per pupil, and assessments.

Larger districts were found to have significantly higher percentages of local funding than were smaller districts. Generally, all basic skills test scores were significantly positively correlated to the percentage of local funding. Further, Stanford Achievement Test score averages and ACT score averages were strongly and positively correlated to percentage of local funding for a district.

A healthy local economy provides good support for public schools by virtue of a greater tax base and smaller percentage of lower SES families. The present study showed that these effects were clearly related to achievement and aptitude test scores in rural districts.

1:00 p.m. - 1:50 p.m. **PRESCHOOL AND COLLEGE STUDENTS (Discussion)..........................Pontalba**

Presider: Cynthia Tricou, Southeastern Louisiana University

Presenters: "PLEASURE READING HABITS OF COLLEGE STUDENTS"

Irene Staik, University of Montevallo; John Staik, Pittman (AL) Junior High School; and Melissa Cobern and Kristen Bilgert, Memphis State University

There is abundant literature on the necessity to involve young children in reading so that they will continue a lifelong pursuit of reading for information and pleasure. There have been relatively fewer follow-up studies to determine the pleasure reading habits of college students. Such information may be of interest to faculty in course planning to increase student motivation and to library staff to provide for students' needs.

A sample of 172 students enrolled in required college English courses was administered a questionnaire asking about their pleasure-reading habits. They responded to the following items pertaining to their reading: preferred sections of the newspaper, favorite magazines and books, and parents' involvement in their early reading.

Data analysis indicated that: (1) males and females read for pleasure (76% and 80%, respectively) between zero and two hours per week during school, (2) females read for pleasure more hours during vacation than do males, and (3) students' reading tastes include sections of newspapers, 132 different magazines in 16 categories, and 198 different books in 16 categories. A chi-square of 6.36, df=1, p<.02, indicated a significant relationship between early reading habits and pleasure reading in college.

"LABELING LEARNING DISABLED COLLEGE STUDENTS"

Mark T. Barisa, Memphis State University, and Julia S. Rogers, University of Montevallo

There has been a steady increase in the number of college applicants with learning disabilities. As the number of learning disabled college students increases, it will be necessary for a greater awareness and understanding of these students to occur. This study was designed to identify and address the unique problems of these students.

Ten students who had admitted having a disability and who had been clinically diagnosed as learning disabled were interviewed. They were contacted by a school official and asked if they would be willing to participate. They were then interviewed using open-ended questions from six question categories. Qualitative methods were used in analyzing and reporting the data.

Several categories emerged from the students' answers. These categories were: (1) terms other than "disability" that could be used, (2) labeling advantages and disadvantages, (3) student problems, (4) help others might give, (5) adjustments and coping strategies, and (6) advice to other learning disabled students. Each category contains some definite feelings and ideas that the learning disabled college students have about the learning disabled label. This study identifies some changes that could improve the quality of education for learning disabled students.

"PRESCHOOL AS BUSINESS INVESTMENT: TWO CASES IN RURAL COMMUNITIES"

Vicki Lepanto, Dwight Hare, Esther M. Howard, and Jan Cooper-Taylor, Mississippi State University

Rural communities suffer from a never ending cycle of poverty, teen pregnancy, drop-outs, and unemployment. Communities believe these problems would solve themselves if business could be lured there;

however, businesses express little interest in investing in communities with so many problems.

Businesses which locate in rural communities face a labor pool requiring dependable childcare. Yet, these employees earn wages insufficient to pay for such childcare, while businesses operate on such a narrow profit margin the provision of childcare is unaffordable. Of interest are two exceptions of businesses in rural communities which sponsor care facilities for the employees' preschool children: one facility is business owned and operated, while the other was created at business expense, but is operated through a lease arrangement.

This paper presents case studies of these two preschool facilities. Operators and employees were interviewed, and on-site visits were utilized to develop detailed descriptions of operation. The results of these studies formed a series of policy implications for the development of facilities for the preschool children of employees. Such facilities were seen as necessary for economic development of rural communities and vital in breaking their cycle of poverty.

"PRESCHOOL EDUCATION: MARKING THE TRANSITION FROM CHILDCARE TO SCHOOLING"

Esther M. Howard, Jan Cooper-Taylor, Dwight Hare, and Vicki Lepanto, Mississippi State University

Evolving historical events are noted with a higher number: Super Bowl XV, the 103rd All-Star Game, World War III. Evolving educational change is added before the established order: kindergarten before first grade, pre-K, developmental pre-K.

The position of the educational establishment in K-12 schools and colleges of education has often been to push these programs and requirements into non-traditional educational settings: childcare, day care, and preschool. With the advent of PL 99-457 and the belief that $1 spent on preschool education yields $6 in social benefits, the care and schooling of children under six has become a topic of great debate.

Of particular interest is the ownership of training and certification programs for these individuals to be employed in the education, schooling, and care of children under six. This position paper examines this issue through the structure of existing state certification requirements. It argues that the proper care of and educational opportunity for young children will require a blending of the attitudes and knowledge of those training teachers and those training childcare givers. Additionally, this paper examines the impact of schooling for children under six on the established school concept of the graded classroom.

1:00 p.m. - 1:50 p.m. **ATTITUDES AND DEVELOPMENT (Discussion) .... Ursuline**

Presider: Hampton Williams, University of Southern Mississippi

Presenters: "EDUCATIONAL AND SOCIAL CHANGE: REEVALUATING MARXIST THEORY AND THE RATIONALIZATION OF AMERICAN EDUCATIONAL PRACTICES"

Vincent R. McGrath, Mississippi State University

The intent of this study was to examine the central philosophical ideas of Karl Marx which can be applied to changing American educational concepts. The relationship between the state, schooling, and the individual has changed the basic assumptions undergirding American policy in the last ten years. Marx's ideas have been used successfully by scholars to examine the conceptions of the educated person, the role of education in the context of the state, and the manner in which education is implemented by the state.

A key question for examination was: To what extent does the state, through its control of educational resources and its regulation of formal schooling, attempt to monopolize power in order to dominate formalized education in relation to other educational agencies?

"REASONS FOR LEAVING COLLEGE"

Charlett A. Hollomon and Richard S. Myers, Delta State University

With shrinking populations of high school seniors from which to recruit students, colleges and universities have increasingly made retention a priority. In order to curb student attrition in a medium-sized southern university located in an economically depressed area, a study of non-returning undergraduates with less than senior status was initiated.

A mail-out survey of 356 non-returning students was conducted to determine reasons for attrition. Items consisted of reasons students had given for leaving college. Nine personal reasons and eight academic reasons were included. Students were also given an opportunity to write their reasons for not returning if other choices were not appropriate. Responses were received from 71 students.

The most frequently cited reasons for not returning were: (1) transfer to another college (25%), (2) low grades (17%), (3) desired program not offered (14%), and (4) wanted a break from college (10%). Responses of low grades were significantly associated with unpleasant personal experiences (loneliness) and academic experiences (unfair faculty). None of the other prominent reasons for leaving were significantly associated with unpleasant experiences. Attribution theory explained these results and suggested ways to improve retention.

"DEVELOPMENTAL PROGRESSION OF ELEMENTARY STUDENTS' ATTITUDES TOWARD WOMEN"

Laura O. Murphy, University of Tennessee, Memphis, and Steven M. Ross and Karen K. Howell, Memphis State University

The purpose of this study was to assess the developmental progression of attitudes toward women by children in the fourth- through eighth-grades. A 14-item downward extension of the 15-item Attitudes toward Women Scale was thus developed. The resulting Elementary Attitudes toward Women Scale (EAWS) had a readability level consistent with the skills of elementary to junior high students. The scale was also modified to a dichotomy of traditional versus nontraditional statements. Nontraditional responses were credited with one point and traditional responses were credited with zero points.

Based on previous research, it was expected that males would hold more traditional views than females. Nontraditional attitudes by females were anticipated at an early age and were expected to remain relatively stable across the age span. It is further anticipated that gender differences would hold at each age level sampled. Analysis of these findings will be outlined and contributions to theories of the development of gender-attitudes discussed.

2:00 p.m. - 2:50 p.m. **ATTITUDES AND COLLABORATION (Discussion)................................Iberville**

Presider: Vincent R. McGrath, Mississippi State University

Presenters: "ESTABLISHING A GOOD WORKING RELATIONSHIP BETWEEN THE PUBLIC SCHOOLS AND A UNIVERSITY IN THE STATE"

Harold E. Griffin, University of Central Arkansas

Public schools have often lacked the resources to provide training, consultation, and evaluative services for developing solutions to professional problems incidental to administering a school. With some exceptions, the expertise of those in teacher and administrator training programs in universities has been largely untapped primarily because there have been no formalized means to bring schools in need of services in contact with university faculties who could provide the services. The Center for Academic Excellence was established by the College of Education of the University of Central Arkansas with the explicit purpose of improving education in Arkansas by providing these services through cooperating and sharing university resources with the public schools.

The Center for Academic Excellence staff, with written requests from district superintendents, works with schools to address locally identified diverse needs. Contact by Center staff with the schools was made through telephone calls, quarterly newsletters, continuous professional visits, and attendance and participation in local, state, and national meetings.

The Center has served over 100 school districts in the five years of its existence and reached over 30% of the state's districts in every geographical region of the state.

"A COMPARISON OF SELF-REPORT AND PERCEIVED SELF-CONCEPTS BETWEEN RURAL AND URBAN GIFTED STUDENTS"

Ava F. Pugh, Dan Lindow, Bob Cage, Jordenda Stone, and Ann Erskine, Northeast Louisiana University

The problem of this study focused upon the comparison of the self-reported self-concept of gifted urban and rural students and the perceived student self-concept as viewed by teachers of the gifted students. The Florida Key Self-Concept Scale was administered to 211 rural and urban gifted students in grades 9-12. Four teachers of the gifted completed the instruments on each of their students. Data were analyzed using a one-way ANOVA with a Scheffe'-post-hoc comparison, $p \leq .05$.

A significant difference, ($p \leq .05$), was found between urban and rural gifted students on the factors of coping, relating, investing, and asserting. Teachers' perceived self-concept of rural and urban gifted students also differed on the factors of investing and relating for sophomores and seniors, favoring the urban students.

The findings support the premise that urban gifted students have a higher self-reported self-concept than do rural gifted students, and this difference was also supported by teachers' perceived self-concept on two factors.

"A CHALLENGE TO THE CONVENTIONAL WISDOM OF HERZBERG AND MASLOW THEORIES"

Fred K. Bellott, New Mexico State University, and F. Dexter Tutor, Federal Express Corporation

Graduate students, as well as professionals, in the social sciences and in education per se, have typically accepted without much question Herzberg's Motivation-Hygiene theory and Maslow's Needs Hierarchy theory as factual and irrefutable. It has also been widely acknowledged that both theories have broad application to people from all walks of life.

The problem was to determine if, and on what basis, certain populations differ from the expectations derived from both theories. This paper will present findings that are inconsistent with both the Herzberg and Maslow theories.

The responses from a large representative sample of Tennessee career-ladder teachers were analyzed and tested for significance using three-way ANOVAs. The results showed that dissatisfaction with esteem was their greatest need deficiency rather than self-actualization. The responses also revealed that teachers' concern about salary clearly removed it from the Hygiene category where Herzberg's theory would place it.

"THE RELATIONSHIP BETWEEN ADMISSION INTERVIEWER RATINGS AND SUBSEQUENT PERFORMANCE VARIABLES"

Thomas W. George, Judith A. Boser, Saundra L. Daigle, and Brenda A. Stevens, University of Tennessee

Acute resource limitations and demands for better prepared teachers have resulted in the imposition of enrollment caps on many of our nation's teacher preparation programs. Since 1985, multidisciplinary admission boards, consisting of an elementary education professor, a liberal arts professor, a school teacher, and an advanced student, have interviewed all elementary education applicants (screened on the basis of GPA and performance on standardized tests). Resultant interview ratings weighed significantly in the student's election. During this period, 498 applicants were granted program admission, while 102 (19.4%) were denied. The purpose of this investigation was to examine the relationship between interviewers' ratings and subsequent performances of admitted students.

Data were extracted from student records for 273 elementary education students. Analyses included correlations for each rater's interview score with subsequent student teaching ratings, NTE core and specialty test scores, and final cumulative GPA.

Conclusions and implications suggest that admission interviews involving liberal arts faculty, public school teachers, and education faculty are extremely valuable, make admissions standards more rigorous, and facilitate meaningful collaboration.

2:00 p.m. - 2:50 p.m. HANDICAPPED (Discussion) .... Bonnet Carre

Presider: Bill White, Lamar University

Presenters:

"ADAPTATIONS FOR PERSONS WITH SEVERE PHYSICAL HANDICAPS: SOCIETY NETWORKING TOGETHER"

David P. Fuller, Southern University

Research has shown that persons with severe physical disabilities are generally excluded from and limited in their interactions with their nonhandicapped peers. A major contributing factor is limited mobility. By providing opportunities for integration through environmental adaptations, persons with severe physical disabilities will be afforded a multitude of diversified opportunities for quality life experiences.

A recent review of the literature parallels previous research findings which strongly suggest that individualized environmental adaptations are basic to maximizing integration and participation of severely physically disabled individuals in the community. The implication is that more innovative strategies are needed that involve task-simplification procedures. Through cooperative community networking and systematic application of environmental adaptations, persons with severe physical disabilities will be able to experience more enriching life experiences that are routinely afforded to the vast sector of mainstreamed society.

"COMPUTER TRAINING NEEDS OF PHYSICALLY DISABLED PERSONS FOR BUSINESS EMPLOYMENT"

Lillian Chaney and Judith Simon, Memphis State University

Persons with physical disabilities will be needed in the workforce in the 1990s. Some predictions indicate that the 1990s will be the tightest labor market in decades and that businesses will need to use previously untapped sources of employees, such as persons with physical disabilities.

Companies that have employed the disabled indicated that these persons are excellent workers. Research has indicated that the physically disabled have higher attendance and lower turnover rates than other workers, as well as good records regarding overall job performance.

Surveys of 400 business teachers and 215 personnel managers indicated that facilities can be altered to accommodate various physical disabilities. However, only a small percentage of persons in both groups indicated the presence of physically disabled persons in their companies or school computer training programs.

Since computer-related jobs are among the top 15 careers for person with special needs, schools can assist businesses and the disabled by providing these persons with the same access to computer instruction that is provided to other students. Schools should go beyond compliance with federal legislation that requires access to buildings. They should provide access to the future by providing training in business uses of computers.

"PRINCIPALS: WHAT DO THEY KNOW ABOUT SPECIAL EDUCATION LAW?"

Marilyn A. Hirth, Memphis State University

A major problem in effective implementation of P.L. 94-142 is lack of knowledge relative to the mandated requirements of the law and significant court cases addressing special education issues. At the school-site level, principals are responsible for implementation of P.L. 94-142. Since principals' knowledge translates into proper or improper implementation of the law, the extent of their knowledge is a key factor in the assessment of potential liability and the identification of specific areas of knowledge that requires clarification or remediation. Therefore, the focus of this study was to determine the knowledge level of principals in the state of Tennessee on portions of P.L. 94-142 and significant litigation in the courts.

A Knowledge Survey of Special Education Law was designed to assess principals' current knowledge of special education law. A repeated measures univariate analysis of variance (ANOVA) was performed on the data collected.

The results of this study indicated that principals' degree of certainty relative to their knowledge of special education law is not sufficient to ensure that mistakes in implementation of procedural safeguards and/or the provision of educational services will not occur. Principals could make costly mistakes in the implementation of special education policy with the degree of knowledge indicated by this study.

"PERSONAL AND PROFESSIONAL CHANGE ASSOCIATED WITH THE

INTEGRATION OF CHILDREN WITH DOWN SYNDROME INTO THE PUBLIC SCHOOLS"

Russell F. West and Pete Cummins, East Tennessee State University

Across the country teachers and administrators are making attempts to "mainstream" mentally handicapped youngsters into regular classrooms. Little is known, however, about the effect of mainstreaming on the adults involved in the mainstreaming process. The purpose of this study was to describe the personal and professional changes that occurred when three young children with Down Syndrome were mainstreamed into "regular" kindergarten classes in northeast Tennessee.

During the 1989-1990 school year, data were collected using participant observation and indepth interviewing techniques in three schools. Interviews were conducted over the entire school year. The data were analyzed inductively and thematic responses were generated. The analysis focused not only on the content of these changes but also on the the following processes: how each of these groups of stakeholders went about determining what they needed to know or understand, how they selected strategies and resources, and how they changed the impact of those changes.

The results provided a rich description of the changes experienced by parents, teachers, and principals. Teachers experienced the greatest amount of change and learned, to a great extent, through collaborative efforts. Principals were not involved in learning to the same extent. Common perspectives are identified and implications drawn for future practice.

2:00 p.m. - 2:50 p.m. SCIENTIFIC METHODOLOGY AND THE COMPATIBILITY OF QUALITATIVE AND QUANTITATIVE PROCEDURES (Symposium) .... Bienville

Organizer: Anthony J. Scheffler, University of Southern Mississippi

Presenters: "OVERVIEW"

Anthony J. Scheffler, University of Southern Mississippi

This symposium considers both the efficacy and compatibility of qualitative and quantitative procedures as scientific methodologies. The procedural characteristics of each approach will be previewed, elaborated, and compared by the presenters. In illustration, two separate, noncollaborative, parallel studies assessing the effectiveness of the teacher education program at the University of Southern Mississippi will be presented. With the conclusion of the final paper, ample opportunity for audience participation will be provided.

"SCIENTIFIC METHODOLOGY: LINKING QUALITATIVE AND QUANTITATIVE RESEARCH"

Anthony J. Scheffler, University of Southern Mississippi

Qualitative and quantitative procedures are interpreted relative to a common structure, the scientific method. For each definable step in the scientific method, corresponding procedural methods of qualitative and quantitative research are compared and discussed.

"FACILITATING INSIGHT: EMPLOYING A COMMON STRUCTURE"

Marion E. Dana and Carolyn Reeves-Kazelskis, University of Southern Mississippi

In support of scientific methodology as the common structure for researchers, aspects of two separate noncollaborative studies, one qualitative and the other quantitative, both of which assessed the teacher education program at the University of Southern Mississippi, will be presented. A rationale for the compatibility of the two approaches as vehicles for providing unique insights into an area of study will be suggested.

"THE EFFICACIES OF EDUCATIONAL RESEARCH: QUALITATIVE OR QUANTITATIVE OR BOTH?"

Mark G. Richmond, University of Southern Mississippi

Based on the three presentations, a discussion of the strengths and weaknesses of the two approaches to definition and investigation of researchable questions will be presented. A brief synopsis of the results of the two studies will be presented by comparing legitimate conclusions drawn from each type of study.

2:00 p.m. - 2:50 p.m. **LEARNING AND ATTITUDES (Discussion)** .... **Cabildo**

Presider: Diana Tiner Denton, Memphis State University

Presenters: "STUDENTS' ASSESSMENT OF DISTANCE LEARNING"

Brenda Wilson, University of Alabama at Birmingham

Distance learning, or interactive instruction by satellite, has been strongly promoted by the federal government through the Star School Program Assistance Act. The purpose of the program is to encourage improved instruction in mathematics, science, foreign languages and other subjects among small or remote schools via satellite and other distance-learning technologies. The purpose of this paper is to describe students' assessment of learning via satellite.

Seventy-five students participating in satellite instruction in AP calculus, chemistry, government, physics, applied economics, German and Russian completed a survey reflecting their experiences as participants in distance learning. Across all courses, at least 80% of students described their primary reason for participating as "to learn what a college course is like." Other items endorsed by 50% or more of the students were: (1) "to see if I can do college work," (2) "to get a head start in college," and (3) "to be challenged or stimulated." After taking a course, students overwhelmingly indicated that they need to spend more time studying and that college work is harder than high school work. Over 80% of students described themselves as being "very glad they had taken the course and would recommend it to others."

"DISTANCE LEARNING AND STUDENT ATTITUDES"

Lorna J. Lacina, Neelam Kher-Durlabhji, and Connie Ledoux Book, Northwestern State University

Distance learning is becoming part of classrooms throughout the nation. Because of the increased presence of distance learning, it is necessary to determine the effectiveness of this method of instruction. Student attitudes are one means of gaining information on the effectiveness of distance learning.

Twenty graduate students in education participated in an experiment in distance learning. The class was taught on two separate nights in the television studio. Half of the students participated in the studio and the other half in a remote classroom with groupe reversed on the second night. Questionnaires were given to students prior to the experiment and after the experience in the studio and remote classrooms.

Most student comments focused on the drawbacks of distance learning prior to their experience. Student reactions toward distance learning in the studio classroom were generally positive with some concerns of initial stage fright. Few students in the remote classroom felt like they were not part of the class.

The main concern addressed by students in the remote classroom focused on the delay in gaining access to the instructor. This concern needs to be addressed when implementing distance learning in the future.

"THE PREDICTION OF PERFORMANCE IN A HISTORY COURSE FROM MEASURES OF READING COMPREHENSION, ATTITUDES, AND MOTIVATION"

Linda W. Morse, Kay C. Krans, and Elizabeth Nybakken, Mississippi State University

Recent research and theory in learning and reading comprehension suggests that reading comprehension may serve as a predictor of learning performance. The purpose of this research was to explore what factors might predict performance in a history course typically taken by freshmen as a graduation requirement.

Subjects included 85 undergraduates in an American History course. Each student completed tests of reading comprehension using the Nelson-Denny Reading Test, motivation from a study skills inventory, and a questionnaire regarding the study of history, which yielded three factors: (1) history's importance, (2) study skills, and (3) other. The dependent variable was course grade. Using step-wise multiple regression, two of these variables, reading comprehension and factor I, were significant predictors of course performance and could account for 52% of the variance.

This research suggests that college courses such as history, in which reading is an important aspect of learning course content, may require much more than willingness to succeed and ACT entry scores. The poor reader may easily become "at-risk" in such courses and potential drop-outs unless identified early. Likewise, general motivation to succeed is apparently not sufficient if a subject is not of interest to a student.

"A STUDY OF THE RELATIONSHIP BETWEEN SCHOOL CLIMATE AND STUDENT ACHIEVEMENT"

Deborah Lawson McCormick and Paul L. Jones, Naval Technical Training Command

In recent years, much attention has been focused on school climate as an important factor in student achievement. Research in both elementary and secondary schools indicates that beliefs and attitudes which shape the school's institutional patterns also impact the achievement levels of the students.

A Navy course taught at four separate locations around the country was selected as a means of investigating this attitudinal component of school climate. In each case, the content of the course was the same, the characteristics of students were similar, and instructors were equally qualified. However, student achievement at two of the schools was markedly lower than at the other two schools, a difference hypothesized to be related to school climate.

To investigate this hypothesis, questionnaires were administered to students and staff at these schools. Questionnaires were designed to detect differences in management practices and attitudes. Results were analyzed to determine whether factors existed which might distinguish the more successful from the less successful sites. These factors included hindrance, disengagement, esprit, thrust, production emphasis, and consideration. The conclusion, drawn from the data, indicated that success in military schools, like elementary and secondary ones, was influenced by people factors to a great extent.

2:00 p.m. - 2:50 p.m. **CURRICULUM AND EVALUATION (Discussion)** .... **Pontalba**

Presider: Mike Cass, Southeastern Louisiana University

Presenters:

"REPORT CARDS: AN ANALYSIS OF REPORT CARDS IN USE IN THE ELEMENTARY SCHOOLS OF ARKANSAS"

Robert Calvey, Southside (AR) Public Schools; David Bell, Arkansas Tech University; and Georgine Steinmiller, Henderson State University

What are the major areas of student progress commonly reported to parents by report cards? These areas that are commonly reported represent the goals and objectives of the public schools.

The purpose of this statewide study was to determine the goals and objectives of the public schools in Arkansas by conducting an analysis of their reporting forms. Information was sought from the 311 school districts in Arkansas; 299 (96%) of the school districts returned usable information.

This discussion session will provide an analysis of these reporting forms and indicate commonalities and variances among the forms. Various scales which were used to assign grades in the elementary school and identify common areas which were routinely reported to parents will be discussed. Common descriptors which are used in each of the academic areas will also be discussed.

"AN EVALUATION OF PRISMS: PHYSICS' RESOURCES AND STRATEGIES FOR MOTIVATING STUDENTS"

Sandra W. Long and Tommy R. Harrison, Louisiana Tech University, Shreveport

Recent research has indicated that there is a need to upgrade the quality of instruction within physics classes in our public schools. Classroom teachers must be able to relate physics to the lives of secondary students. The PRISMS Project, a hands-on approach to teaching physics, was funded through a grant from the Louisiana State Department of Education.

The PRISMS Project was implemented in two magnet schools' physics classes consisting of 24 juniors and seniors. The physics teacher was trained during the summer preceding the implementation of the project.

Students were pre- and posttested using the Physics Attitude Index and the New York Regent's Physics Examination. An examination of gain scores (t=4.65, p<.05) on the physics achievement test supported the claim that the activities and teaching strategies used in the project significantly increased student achievement. Students also showed significant differences on the Physics Attitude Index (t=5.40, p<.05), indicating that they increased their enjoyment of physics during the school year. Interviews with the teacher and students revealed their satisfaction with this instructional approach.

The PRISMS instructional approach has produced significant gains with secondary physics students. Results of the program evaluation support the on-going implementation of this teaching methodology.

"THE RELATIONSHIP AMONG STUDENTS' KNOWLEDGE OF RESULTS OF PREVIOUS PERFORMANCE, THEIR SUBJECTIVE PROBABILITY OF SUCCESS AND SUBSEQUENT PERFORMANCE IN A COURSE"

Winifred Nweke, Tuskegee University

This study investigated rival explanations as to ability, type, and the degree of relationship between performance in the first test and overall performance in a course. These included the nature of the course, subjective probability of success, and feedback.

Data were collected on 97 students in a statistics class and 43 in psychology. Chi-square and Pearson r correlations were used for data analyses.

Students revised their subjective probability of success in the light of the knowledge of their previous performance. The direction of the revision mediated the relationship between performance in first test and overall performance in the course. Students (68.4%) who lowered their subjective probability of success after failure feedback at midterm failed the course. The structure of the course, on the other hand, did not significantly influence the degree of the relationship between performance in the first test and overall course grade.

In view of the finding that failure feedback was not motivating but rather debilitating to poor performing students, universities that have this practice should reconsider and investigate further their policy of failure feedback at midterm.

"A LONGITUDINAL STUDY ON THE IMPACT OF A NEW CURRICULUM IN ENVIRONMENTAL SCIENCE"

James E. Barr, Nicholls State University

In 1986, a new curriculum guide was introduced by the Louisiana State Department of Education. This guide was designed to address the needs of students taking a third-year science course. The curriculum guide was developed from objectives identified by environmental specialists. The impact of the guide was assessed and compared to previous test data obtained prior to the introduction of the curriculum. The instrument, Louisiana Environment Knowledge and Attitudes Test (LEKAT), was used in the spring of 1980 and in the spring of 1990 to compare performance of students receiving instruction in environmental science to those not having received instruction.

In the spring of 1980, 1,412 students were given the LEKAT. Their mean score was 46.0% on the cognitive portion of the test. In the spring of 1990, 822 students were tested. Their score was 54.50%. An analysis of variance indicated that the gain of 8.50% was significant at the .01 level. These results indicate that since the introduction of the course, there has been an improvement in students' knowledge about the environment. Longitudinal studies using criteria reference tests should be used in curriculum planning and in evaluating the impact of programs over a long period of time.

2:00 p.m. - 2:50 p.m. **BLACK EDUCATION (Discussion)** .... **Ursuline**

Presider: Cynthia Montgomery-McMinn, Mississippi State University

Presenters: "THE DECLINE OF BLACKS IN MATHEMATICS: IMPLICATIONS FOR ELEMENTARY, SECONDARY, AND HIGHER EDUCATION"

Jesse L. Rancifer and Carolyn L. Pinchback, University of Central Arkansas

Over the past twenty years the experiences of Black students in meaningful studies in mathematics have become an interest to many educators and researchers. Though some attempts at the secondary level have been made to increase the number of required units in mathematics studies for graduation, Black students are significantly underrepresented in upper-level mathematics courses. These mathematics courses have been found to have a significant impact on a student's academic preparation for college, vocational school, and other achievements necessary for career success.

The problem to be studied in this research identifies impediments in mathematics that tend to lower student achievement and prevent the selection of appropriate courses for career enhancement.

Subjects for this study were students attending selected, historically Black colleges and urban elementary and secondary schools. An opinionnaire, which was designed by the investigators, was used to collect the data for the study. It included some of the unresolved issues from previous researchers. The data were interpreted by using frequencies and other appropriate statistical tools, and inferences were drawn from a thorough analysis of the results.

"APPROACHES TO INTEGRATING RACE, GENDER, AND ETHNICITY INTO CLASSROOM BEHAVIORS"

Shanette M. Harris, University of Tennessee

This paper discusses issues involved in successfully integrating pluralistic behaviors in classrooms on predominantly white college campuses. Significance is given to the transactional relationship that develops between students and professors and to specific characteristics of professors which may conflict with an integrative goal.

A psychological perspective provides a basis for the exploration of concerns that might be voiced by faculty and universities which are interested in integrating pluralism into undergraduate classroom behaviors by promoting professor self-awareness, team-taught courses, pluralistic instructional materials, relaxed classroom climates, group projects, and lectures from invited guests as techniques for advancing this approach to education.

"PROJECT EXCEL: THE EFFECTS OF TEACHER-DIRECTED INSTRUCTION ON THE DEVELOPMENT OF ACADEMIC ETHOS"

Olga M. Welch and Carolyn Hodges, University of Tennessee, and Jan M. Henderson, Central Florida Community College

Project Excel, under the auspices of the University of Tennessee, is a four-year research project with inner-city, college-bound high school students which focuses on building academic ethos by providing the following: (1) a strong precollege program emphasizing reading, writing, and foreign language skills, (2) a means to "demystify" the college experience by offering the students simulated college lectures, seminars, and assignments given by University of Tennessee faculty from a variety of disciplines, and (3) assistance in developing appropriate career paths by involving them early in personal goal setting, investigation of various career options, and participation in internship and community service experiences with adult mentors and role models.

Central to all the goals outlined in Project Excel is the development of an academic ethos. Using extensive classroom observations, indepth interviews, and analysis of student work, the researchers measured the effect of teacher-directed instruction in the program on the development of this academic ethos. Specifically, over a two-year period, data were collected on two teachers from Project Excel (one English, one foreign language) with different presentation styles and personalities. Qualitative analysis of these data revealed identical patterns of operation that contributed to the development of academic ethos in the students. These results are significant for those designing intervention or enrichment programs for disadvantaged youth, as well as for elementary and secondary educators working with these youth.

"TEACHER-PARENT COLLABORATION AND THE TEACHING OF ETHNIC HERITAGE IN INNER-CITY SCHOOLS"

Kenny Heather and Carol P. Etheridge, Memphis State University

Urban schools have been challenged to find ways to increase achievement and decrease student absenteeism. Making collaborative decisions with parents and infusing curriculum with topics that instill ethnic pride in students have been suggested by educators as a means to attain higher achievement and attendance rates. This pilot study sought to understand how collaborative decision-making and a proposed ethnic heritage focus for curriculum were viewed by parents affiliated with an urban school.

Data were collected through ethnographic interviews with parents in their homes. Content analysis using a grounded theory model revealed that inner-city parents' views of ethnicity-infused curriculum often conflicted. Parents' concepts of collaboration with their local schools were different from stereotyped teacher assumptions about parents' views. Through thick description, this paper outlined three dominant views of ethnicity and its significance in curriculum innovation. Views of collaboration held by parents in one community were also outlined.

Implications for curriculum planners and decision makers emerged as it became clear that parents wished to be regarded by schools as having individual and often idiosyncratic needs. Teacher training in the art of active listening could help foster productive communication among parents, teachers and students. Group process workshops could help introduce both parents and teachers to the developmental significance of ethnicity.

3:00 p.m. - 3:50 p.m. **SCHOOL-BUSINESS PARTNERSHIPS: UNEASY ALLIANCE OR EDUCATIONAL REFORM (Symposium) .... Iberville**

Organizer: Alison I. Griffith, University of New Orleans

Discussant: Robert K. Wimpelberg, University of New Orleans

Presenters: "OVERVIEW"

Alison I. Griffith, University of New Orleans

Historically, schooling has been conceived of as both educating young people for participation in society and as preparing them for the labor market. While indirectly influential, the business community had little direct control over the skills taught in the classroom. Over the past 15 years, this historical separation between education and business has begun to change. One manifestation of this transformation is school and business partnerships. This symposium describes the changing relation between schools and business in the southern U.S. and discusses the implications for education. The symposium audience will be encouraged to interact with session presenters through questions and discussion of issues raised by the papers.

"BUSINESS TASK FORCE ON EDUCATION, INC.: THE BUSINESS COMMUNITY AND NEW ORLEANS PUBLIC SCHOOLS"

Gary G. Aspiazu, University of New Orleans

Since 1977, a special group from the New Orleans business community (BTF) has been actively involved in the public education system. Their stated mission is to marshal the resources of the business community to improve the quality of education in New Orleans. Using a qualitative analysis of interviews with former members of the BTF, archival materials of the BTF, and historical documents, the paper describes the historical development of the BTF and discusses the concerns about public education that prompted their formation.

"AN EVALUATION OF THE MCMAIN/CNG SCHOOL-BUSINESS PARTNERSHIP"

John H. DeGolyer, University of New Orleans

A four-year school-business partnership between a secondary magnet school and a production subsidiary of a large public utility was investigated. A qualitative analysis was conducted of documents produced during the partnership and of interviews with teachers, administrators, business partners, students and parents. Findings from this study illustrate the changes in the goals of school-business partnerships during implementation. Recommendations are made for schools considering school-business partnerships.

"SCHOOL-BUSINESS PARTNERSHIPS: WHERE DO THEY GO FROM HERE?"

Louis F. Miron, University of New Orleans

Using data from an urban school district's Partnership in Education program, the author constructed a typology of school-business partnerships. Consequently, a typology for evaluating fundamental instructional change in the classroom was applied to school-business partnerships in the South and was subsequently applied to business involvement in public schools nationwide. The potential for business-initiated educational reform was then assessed in terms of the competing drives of economic imperative and instructional change.

The implications for school-business partnerships will be discussed. Drawing from research in the area, the discussant will link the presentations to the ongoing changes in the historical relation between education and business. Theoretical and substantive issues raised by the papers will be discussed in terms of both school implementation and educational analysis.

3:00 p.m. - 3:50 p.m. **ATTITUDES (Discussion)**..**Bonnet Carre**

Presider: Patricia Davis Wiley, University of Tennessee

Presenters: "IMPACT OF FACULTY SUPERVISORS ON COUNSELING TRAINEES' ATTITUDES TOWARD SOCIAL INFLUENCE STRATEGIES"

Nola J. Christenberry and Craig H. Jones, Arkansas State University

Counselors should be able to increase their effectiveness by appropriate use of social influence strategies. Thus, learning to use power bases is a critical need of counselor trainees. One way they can learn to use power bases is by modeling their supervisor in counseling practica. In this study, the relationship of faculty supervisors' attitudes toward referent, legitimate, and expert power bases to counseling trainees' attitudes toward those bases was examined.

Supervisors' and trainees' attitudes were measured using Robyak's (1981) questionnaire for assessing power-base preferences. During a one-semester counseling practicum, pre/post measures of preference strength were obtained from 50 trainees in eight supervisory groups. Analysis of variance procedures yielded no significant differences between repeated measures, not between groups. Observed trends consistent with desirable use of power bases indicated that trainees were not unduly influenced by supervisors' preferences. These results are discussed in terms of their implications for counselor training programs.

"SIGNIFICANT SIMILARITIES BETWEEN ACCREDITED AND NON-ACCREDITED COLLEGES"

Anna T. Waggener, Rex Leonard, and Arthur Southerland, University of Southern Mississippi

Accreditation is a value judgment process that signifies to the community that the institution is operating at satisfactory levels of quality. National reports have bred a new climate of accountability in higher education. This study used questionnaires designed to measure institutional characteristics, institutional compliance, and social-psychological factors of college presidents to collect data of selected accredited and nonaccredited colleges. Selected from the Transfer Credit Practices of Designated Educational Institutions, 1988-1990, 131 institutions responded to the questionnaires. Multiple linear regression was used to test the differences.

Institutional compliance abilities were related to accreditation status ($F=7.92$; $df=7,114$; $p<.05$). There was a significant difference in the composite set of institutional characteristics of age, full-time enrollment, number of employees, number of programs, and number of graduates with respect to accreditation ($F=11.39$; $df=7,121$; $p<.05$). The social-psychological factors did not indicate a relationship to accreditation status ($p>.05$).

"PHYSICAL CHALLENGE AND INTERNAL LOCUS OF CONTROL"

Dave Heflin and Henry Outlaw, Delta State University

Project Adventure has been developed on the campus of a mid-south regional university to provide undergraduates with opportunities for physical challenges. One additional outcome of similar programs has been to demonstrate increased group cohesiveness among intact groups who engage in this type of program.

The present report studied personality and social characteristics among 21 students choosing to participate and a comparison group. All subjects completed the Eysenck Personality Inventory, the Levenson Multidimensional Locus of Control Scales, and various leadership instruments developed by Fieldler.

Students choosing to participate in Project Adventure were found to have a significantly lower external Locus of Control. This finding suggests that undergraduates who perceive themselves to be in control of their own lives are more likely to volunteer for challenging physical activities.

"LOSS OF TEACHER EFFICACY DURING STUDENT TEACHING"

Neil G. Amos, William A. Person, and Herbert M. Handley, Mississippi State University

Teacher efficacy has been identified by researchers as one of the most crucial factors in effective teaching. If the teacher believes that he/she is able to promote achievement in students and to help improve their lives, the achievement of students does improve. This trait is really an internal locus of control trait. This study investigated whether teacher efficacy was a stable factor in preservice teachers during student teaching. The Teacher Locus of Control Scale was administered to 122 preservice teachers prior to student teaching and then again after student teaching. Two factor scores were computed, an internal positive and an internal negative score. These scores measured the degree of the teacher's acceptance of responsibility for student progress. Pretest means were compared with posttest means for these factors. It was discovered that internal positive scores decreased significantly, whereas internal negative scores improved after student teaching. The student teachers, as a whole, lost some confidence in their ability to assist students to achieve but worked harder in their intervention strategies to help the students. These data reflect the reality shock which student teachers experience when they start teaching.

3:00 p.m. - 3:50 p.m. **PROGRAM EVALUATION AND DEVELOPMENT OF WRITING ACROSS THE CURRICULUM (WATC) (Symposium) .... Bienville**

Organizer: Jerry Dallas, Delta State University

Presenters: "OVERVIEW"

Jerry Dallas, Delta State University

Funds were obtained from the Phil Hardin Foundation to implement a Writing Across the Curriculum (WATC) Program at Delta State University. The present symposium describes the origins and implementation of that program, empirical evaluation and analysis of progress, and innovative responses of history, mathematics, psychology, and biology courses to continuing development of the program. A symposium manual was distributed describing these aspects of the program.

"IMPLEMENTATION OF UNDERGRADUATE WRITING SKILLS REQUIREMENTS BY THE ENGLISH FACULTY"

Martin L. Bond, Delta State University

The university-wide composition and literature requirements is described. In addition to coursework, students were required to pass a Writing Proficiency Examination (WPE). Development, administration, and procedures for scoring the WPE are presented.

"ORGANIZING AND IMPLEMENTING THE CAMPUS-WIDE WATC PROGRAM"

Jerry Dallas, Delta State University

The methods used for organizing and publicizing a Writing Across the Curriculum Program is presented. A qualitative assessment of progress indicated improvement in basic writing skills with more work needed toward developing professional-level writing skills.

"FIVE-YEAR EVALUATION OF WATC"

Dan Webster and James Reid Jones, Delta State University

Significant relationships between WPE results, ACT scores, and grades in required English courses are presented. Results of a campus-wide faculty survey indicated that higher level courses are far more likely to require essay tests and papers.

"INTEGRATING WRITING INTO THE MATHEMATICS CURRICULUM"

James Potts, Delta State University

This paper shows that while many students avoid mathematics, many mathematics students avoid writing. Techniques developed by mathematics faculty to use writing in their courses and to emphasize affective and motivational concepts were reviewed.

"THE BIOLOGIST AS A WRITER"

Jim Steen, Delta State University

The importance of writing for the scientist is emphasized. The most famous biologists were adept not only in their discipline but as communicators. Writing techniques developed by biology faculty are reviewed.

3:00 p.m. - 3:50 p.m. **COUNSELING (Discussion)..Cabildo**

Presider: Bettye Pulliam Holcombe, Houston (MS) Separate School District

Presenters:

"SPOUSAL ABUSE: THE DYNAMICS BETWEEN THE ABUSER AND THE ABUSED"

DeAlva L. Kernodle and John L. Burns, Arkansas State University

In spite of the destructive nature of an abusive relationship, many couples continue living together. Personality traits of the abuser and the abused are crucial dynamics involved in perpetuating the repetitive cycle of abuse. The uniqueness of the family as a social group contributes to the continuation of the abuse.

As many as 15 million adult women living in the United States are victims of the crime of abuse with 95% of batterers being male. Mind controlling techniques used by cults and spousal controlling behaviors are similar in nature and effectively bond the abused to the abuser. Dependency upon the abuser and isolation from a support system frequently causes the abused to view the abusive situation as preferable to any alternative. Spousal abuse follows a cycle of three stages and has approximately eight areas of control. Without intervention and education, the cycle of abuse is destined to be repeated from generation to generation.

"TEACHERS' PERCEPTIONS' OF CHILDREN OF ALCOHOLICS"

Linda J. Crone and Abbas Tashakkori, Louisiana State University

Recent literature has referred to children of alcoholics as having different personality characteristics than children from non-alcoholic homes. Controversy has arisen as to whether a true difference exists. This study examines personality traits of third-, fourth-, and fifth-grade students, as rated by the children's classroom teachers. Ninety-nine children who expressed concern about parental use were compared with 99 children with no expressed concern. Within each class, children of alcoholics (COA) were matched with other randomly selected children of the same race and sex. The teacher was asked to rate these children on a number of personality traits. The teacher was told that the children were a random sample of students in his/her class.

Results of univariate tests on teacher ratings indicated that COA's scored lower than the comparison group on all items included, although many were not statistically significant. COA's were rated significantly lower than the comparison group on their ability to relate to others, level of adjustment, and degree of responsibility. They were also rated as significantly less successful, less ambitious, less efficient, more of the clown, and more angry. Further analysis, including multivariate statistical procedures, is in progress to test the theoretical predictions regarding COA's personality attributes.

"AN UPDATE ON UNIVERSITY COUNSELING CENTERS: THE DEMANDS OF THE 90'S"

Theodore Pikes, Southern University

Given the changing nature of our society, higher education counseling centers hold special relevance for college students. Data indicate that today's college students are more stressed than previous generations. In fact, a review of the literature strongly suggests that university and college counseling centers significantly enhance their consultation and outreach services to address the areas of crisis management, ethnic concerns, and retention of clients. Furthermore, the research suggests a strong need for "counselor concern" relative to the perception and attitudes of students toward counseling and counseling services.

To meet the demands of the 1990's, higher education counseling centers must: (1) develop a clear understanding of the principles which underlie students' attitudes toward counseling and counseling services, (2) effectively identify the client's problem, (3) improve the congruency between the counselor and the client, (4) maintain confidentiality, and (5) be more selective in their use of counseling techniques in servicing the needs of clients of various ethnic groups.

"AN ANALYSIS OF STUDENT GOALS AS RELATED TO STUDENT ACHIEVEMENT"

Charlett A. Hollomon and Richard S. Myers, Delta State University

The goals and aspirations that students bring to college directly impact their choice of majors and their performance in college. Teachers set goals and objectives for courses as do students. When these goals correspond, student achievement is high. When these goals differ, students' learning may be poor despite skillful teaching. By studying correlations between student goals and achievement in college, teachers can improve instruction by tailoring goals with course plans.

A study was administered in fall 1989 to 267 freshmen students at a medium-sized southern university. This study was prepared and tabulated by the Cooperative Institutional Research Program at UCLA. Data from the study were used as a base from which to build predictions of students' performance. Students' self-reported attitudes and career goals were correlated with grade point averages earned during the freshman year.

The following self-reported characteristics are related to success in the freshman year as measured by the grade point average: need for remedial work, study habits, interest, highest degree planned, probable career, parents' education, reasons for attending college, and personal estimate of success in college.

3:00 p.m. - 3:50 p.m. **TEACHER EDUCATION (Discussion)..Pontalba**

Presider: Deborah Lawson McCormick, Naval Technical Training Command

Presenters: "TEACHER EVALUATION: AN ALTERNATIVE STRATEGY"

David M. Shannon, Auburn University and Donald M. Medley, University of Virginia

The major emphasis in this study was to examine the construct validity of the Simulation Exercise in Classroom Decision-Making. In establishing construct validity, it was theorized that this test was a measure of generic knowledge about research-based interactive teaching competencies. It was proposed that this generic knowledge may be learned through university teacher-training programs, the reading of the research literature on effective teaching, and experiences as classroom teachers.

This test simulated the limited time allowed for making decisions in the classroom by projecting written descriptions of typical classroom situations on a videotape. Alternative teacher responses were presented one at a time, and subjects were given five seconds to indicate whether each course of action was appropriate or inappropriate. The test specifications were developed using a group of indicators of successful teaching specified by the Virginia Beginning Teacher Assistance Program (BTAP).

Regarding the overall test performance of subjects, two of the three hypotheses were rejected at the .05 level. A significant difference between the overall performance of experienced teachers and student teachers was not found. All three hypotheses were rejected upon the examination of specific group profiles across the eleven competencies.

"TEACHER INDUCTION: ADVICE FROM EXPERIENCED TEACHERS"

Jane H. McHaney, Kennesaw State College

The study was designed to gain information about the attitudes and opinions of experienced teachers as they prepare to mentor new teachers. The investigation was conceived as a pilot study, and the sample was limited to 35 teachers enrolled in a preparation program designed to train teacher support specialists. The purpose of the study was to discern experienced teachers' perceptions of their teaching effectiveness, types of assistance they sought, and their primary sources of assistance. Each of the participants was interviewed, and their responses were tape recorded and analyzed.

Based upon the interviews and the teachers' responses, it was concluded that the experienced teachers have informational needs, i.e. discipline, motivational techniques, communicating with parents, scheduling, and grading. They also have a strong desire to share information with peers. Experienced teachers met their informational needs by consulting with colleagues and administrators. All of the subjects felt adequately prepared to teach but expressed a desire for further information in the aforementioned areas. The responses from these teachers concurred with the recent findings in the literature. Implications will be discussed during the presentation.

"TEACHER COMPETENCY REVISITED: ARE TEACHERS REALLY MEETING THE NEEDS OF EXCEPTIONAL STUDENTS?"

Vera Inez Daniels, Southern University and A&M College

Although it has been almost 15 years since the enactment of P.L. 94-142 (the Education for All Handicapped Children Act), the issue of teacher competency is once again skyrocketing. Within the past few years, there has been a renewed interest in minimal competency testing for teachers, teacher accountability, competency-based teacher education, and performance-based teacher education, particularly for teachers of handicapped children and youth.

This presentation will focus on: (1) critical issues which directly relate to the preparedness of teachers and prospective teachers for meeting the diverse needs (educational, social/emotional, recreational, vocational) of exceptional students as proposed in a recent review of the literature, and (2) suggestions for remediating those areas of priority concern.

"FOLLOW-UP STUDY OF DOCTORAL PROGRAM GRADUATES AND THEIR EMPLOYERS"

A. Jan Ruthven, Mississippi State University

NCATE requires that institutions seeking accreditation conduct periodic follow-ups of program graduates and their employers. Therefore, all graduates (N=86) of doctoral-level programs in the College of Education at Mississippi State University from the spring of 1986 through the spring of 1989 were requested to participate in a follow-up study.

Graduates were sent a two-part questionnaire. Part I included demographic questions and open-ended evaluative questions. Part II consisted of 75 structured-response items grouped into six sections: quality of the graduate faculty, relevance of selected courses, preparation for the dissertation phase of the program, and miscellaneous aspects of the program of study. In addition, the graduates were requested to have their employer/supervisor complete a brief rating of on-the-job performance and return it to MSU.

Seventy-nine (92%) of the graduates responded to the questionnaire. Mean ratings were reported for each of the structured-response items. Frequencies for qualitative responses were also reported and ranked. Specific strengths and weaknesses of the program were identified, along with employment settings. Employers indicated that the graduates were well-prepared for the positions for which they were employed.

3:00 p.m. - 3:50 p.m. **RESEARCH METHODS (Discussion) .... Ursuline**

Presider: Beth Evans, Southeastern Louisiana University

Presenters: "PRESERVICE TEACHER CASE STUDY RESPONSES: AN ATTEMPT TO DESCRIBE"

Terry G. Roberson and Leland K. Doebler, University of Montevallo

Recently the case study has been increasingly discussed as one method for assessing both students and programs in teacher education. The purpose of this study was to examine the following responses of undergraduate teacher education students at four points in the teacher education program: (1) prior to professional studies courses, (2) after at least six hours of professional studies and before admission to the teacher education program, (3) after at least 15 semester hours of professional studies and after admission to the teacher education program, and (4) after the professional semester, which includes student teaching and professional seminars. The responses examined for differences in three major areas were: (1) use of appropriate terminology, (2) attempt to bridge theory and practice, and (3) integration of personal and preprofessional experiences.

Selective sampling techniques were used to identify participants from students who had grade-point averages and ACT scores acceptable for admission to teacher education regardless of their point of progress at the time of the study.

The results of this study indicate differences in responses, especially in the use of terminology and in attempts to apply theoretical knowledge to the realistic classroom situations presented in the case studies, both of which may enhance the validity of teacher education courses.

"CORRELATES OF PERFORMANCE ON THE FLORIDA MATH (6-12) TEACHER CERTIFICATION EXAMINATION"

Carolyn Lavely, Neal Berger, Joseph Blackman, Donna Bullock, John Follman, Betty Harrison, and Jeffrey Kromrey, University of South Florida

In accordance with the Florida statutes, subject area examinations are administered to applicants seeking an initial regular Florida teacher certificate. As of this date, approximately 700 examinees have taken the mathematics examination, which has been administered five times.

The purpose of this study is to look at the relationship between scores on the Florida Teacher Certification Examination Subject Area Test in Mathematics and mathematics course work. The research will compare and analyze the breadth and depth of the college course work in mathematics undertaken by candidates for mathematics certification.

Because mathematics scores are lower in terms of percentage correct than scores in other areas, the study was conducted to determine if the low scores were attributable to lack of mathematics background or if the test was too difficult.

The target population included all of the candidates who took the Florida Teacher Certification Subject Area Examination in Mathematics. Sample participants were 100 examinees randomly selected from the top one-third of the total test scores in the target population and also 100 examinees randomly selected from the bottom one-third of the total test scores in the target population. Transcripts for each member of the sample were analyzed for mathematics course name, number, level, description, and grade, date, institution, department, and the appropriate summer institute.

"FUTURE FORECASTING IN HEALTHCARE: TREND ANALYSIS AND PLANNING"

Ellen B. Davis, Memphis State University

Futures forecasting has begun to appear in the research literature as a tool to predict the direction that institutions will take and as a means of presenting possible responses to critical factors appearing in the environment. This project was conceived to focus on the issue of healthcare delivery systems and the forces at work, which seem to indicate, by the year 2,000, a revolution in our system.

St. Joseph Hospital is a 100-year-old, urban, not-for-profit institution. It is a 440-bed hospital located in the heart of Memphis, Tennessee's redeveloping downtown. The hospital is one of nine institutions operated by the Sisters of St. Francis corporate group.

The method employed was a modified form of environmental scanning. The purpose was to identify the trends and events which may impact on this particular institution and determine what conclusions may be drawn about the future of St. Joseph and the future of service to the under- and uninsured population of the inner city. The resulting scenarios presented the trends and events which may have the following impacts: smaller institutions with more emphasis on specialties and outpatient services, more physician ownership of expensive equipment for diagnosis, and a national healthcare package.

4:00 p.m. - 4:50 p.m. **WHOLE LANGUAGE APPROACHES TO LEARNING (Symposium)..........Iberville**

Organizer: Dan T. McQuagge, Delta State University

Presenters: "OVERVIEW"

Dan T. McQuagge, Delta State University

The Whole Language Approach to learning was described as an essential emphasis for efforts to improve academic performance in socioeconomically-disadvantaged rural students. Relationships of this approach to the students environment, academic background, and test score performance were described. The Delta Writing Project has been promoting this approach and coordinating efforts of a regional university with local public schools. Implementation of the approach is demonstrated in three research projects.

"STATEWIDE INTERCORRELATIONS OF WRITING AND READING SCORES AT ALL GRADE LEVELS"

J. Allen and James Reid Jones, Delta State University

Statistical evidence is presented of the interrelatedness of reading, writing, and other test scores for students served in this rural, socioeconomically-disadvantaged region of the South. These significant relationships were demonstrated at all grade levels for both basic skills and more advanced achievement testing.

"SOCIOECONOMIC EFFECTS ON READING AND WRITING RELATIONSHIPS"

J. Kitchings, Delta State University

Statistical evidence is presented of the critical linkage between economic and environmental factors and the overall learning of students. In many cases, SES impacts most strongly on reading and writing.

"THE DELTA WRITING PROJECT"

Dan T. McQuagge and S. Thompson, Delta State University

The Delta Area Writing Project, which has been developed to respond to these needs with a whole language approach, is described. A specific application, the Wonder Curriculum, was presented as an example. Evaluations of the effects of the Wonder Curriculum on standardized test scores are presented for 12 school districts.

"IMPACT OF WRITING/THINKING STRATEGIES ON ACT SCORES"

G. Sultan, J. Weare, and F. Woodall, Delta State University

Research on whole learning classroom interventions and American College Test Scores (ACT) is described. All ACT subtests appear affected by whole language interventions. Increased student motivations were observed.

"EFFECT OF SUPPLEMENTARY WRITING ACTIVITIES ON READING COMPREHENSION"

P. Bradshaw and John G. Thornell, Delta State University

The mutually reinforcing effects of reading and writing objectives in first-grade classes will be demonstrated. Basal instructional approaches were compared with whole language approaches.

4:00 p.m. - 4:50 p.m. **POSITIVE IMPACT OF MATHEMATICS CONSORTIUM TRAINING ON STUDENT ACHIEVEMENT AND PERCEPTIONS IN MATH AND SCIENCE (Symposium) ....Bonnet Carre**

Organizer: Raymond A. Paden, Chickasaw County (MS) Schools

Presenters: "POSITIVE IMPACT OF MATHEMATICS CONSORTIUM TRAINING ON STUDENT ACHIEVEMENT AND PERCEPTIONS IN MATH AND SCIENCE"
Raymond A. Paden and Carol J. Templeton, Chickasaw County (MS) Schools

"MMCT EVALUATIVE COMPONENT"
Carol J. Templeton, Chickasaw County (MS) Schools, and Garth Runion, Mississippi College

"MACTE SCIENCE/MATH PROJECT"
Raymond A. Paden, Chickasaw County (MS) Schools, and Vernon Gifford, Mississippi State University

The purpose of this symposium is to discuss the effects of intensive staff development and innovative teaching methodologies (such as the use of manipulative and grade-appropriate calculators) on student perceptions and achievement in the areas of math and science.

The project began as the collaborative effort of the Mississippi Association of Colleges for Teacher Education (MACTE), Mississippi State University and the Chickasaw County (MS) Schools. In 1986, MACTE, utilizing funds from Title II of the Education for Economic Security Act, formed the Mississippi Mathematics Consortium Training (MMCT). The purpose of the MMCT was to develop and validate staff development manuals to train Local Education Agency (LEA) participants to present intensive inservice activities to their districts in the areas of math and science.

Over 150 hours of formal workshops were presented and 1694 educators were inserviced. Based upon low ACT scores in math and science, 31 districts across the state were invited to participate in summer workshops at Mississippi College. Sixteen districts elected to participate in the training. A two-week workshop was presented in math and a one-week workshop in science. After attending the workshops, these participants returned to their districts to provide inservice locally. Staff development materials and teaching materials were purchased to ensure quality presentations in each district.

Using the 15 nonparticipating districts as a control group, Gifford (1989) found significant differences (.01) in student perceptions on the Soares Science and Mathematics Perception Questionnaire between the control group and the experimental group (the 16 participating districts). He found that the training had a positive impact on students' perceptions toward math and science in districts where training had taken place.

In keeping with the original evaluation design of this project, student achievement data from the 31 districts were analyzed. The Stanford Achievement Test (SAT), a national norm-referenced test, was administered to students in the fourth grade. An independent t-test was used to analyze differences between the scores of students in the experimental group and those in the control group. The t-values showed significant differences (at the .12 and .25 levels in math and science, respectively) between students in the control group and those in the experimental group. The experimental group's mean normal curve equivalent of 49.14 in math was significantly higher than that of the control group whose mean normal curve equivalent was 44.85. In science, the experimental group's mean NCE of 50.01 was significantly higher than the control group's mean NCE of 46.59.

Even though the project was successful in increasing student achievement and raising student perceptions in math and science, it was suggested that follow-up studies be made to determine the long-term effects of the project.

4:00 p.m. - 4:50 p.m. **THE DEVELOPMENT OF LOUISIANA'S SCHOOL STRATIFICATION MODEL (Symposium)** .... **Bienville**

Organizer: Janella Rachal, Louisiana Department of Education

Presenters: "THE DEVELOPMENT OF LOUISIANA'S SCHOOL STRATIFICATION MODEL"

Janella Rachal, Louisiana Department of Education

The Louisiana Children First Act of 1988 created the School Incentive Program (SIP) to increase community and parental involvement in the schools, reward schools for making significant educational progress, and increase local accountability. An integral component of this program is the development of a model to classify "similar" schools. The purpose of the symposium is to discuss the development of this model. Papers will be presented on the design of SIP, current research and models relevant to school stratification, issues surrounding data collection and their relevance to the adopted stratification model, and the application of the model, using statewide data.

"THE DESIGN OF LOUISIANA'S SCHOOL INCENTIVE PROGRAM"

Catheryn Weitman, Louisiana Tech University

The first paper presents an overview of the SIP. The discussion focuses on the issues of incentive categories, similar school classifications, rewards, and anticipated costs. Attention is given to the actual uses of stratification categories in the SIP and other state initiated, school-level reports.

"SCHOOL STRATIFICATION VARIABLES AND MODELS"

Darrell Garber, Louisiana Tech University

The second paper presents a review of the literature on research relative to variables that influence achievement and state incentive programs. Fourteen variables relevant to the development of the stratification model for Louisiana were used in the Louisiana model. Among these are socioeconomic status, school size, community population density, and grade levels served.

"SCHOOL INCENTIVE DATA FOR LOUISIANA"

Cormell Brooks, Orleans Parish (LA) Schools

The third paper focuses on the availability, relevance, and accuracy of data considered in light of the 14 recommended variables. Specific variables and their proxy measures used in Louisiana's model are presented. Qualitative and quantitative distinctions among these variables are discussed as they relate to the development of the specific model.

"LOUISIANA'S STRATIFICATION MODEL"

Jeffrey Oescher, University of New Orleans

The final paper discusses the results of the application of the model to schools in Louisiana. Stepwise regression analyses identified three significant predictors of school achievement: percentage of students on free lunch, percentage of students on reduced lunch, and school membership. Subsequent residual analyses provided the basis on which the unique aspects of each school could be observed once the influence of these common demographic variables had been "removed." Residual scores were then mapped into the appropriate cell of a 2X2 matrix defined by school location (e.g., rural, suburban, urban, etc.) and school type (e.g., elementary, middle, secondary, etc.). Each cell was ranked by residuals, and groups of approximately 30 residuals were defined as a stratification unit. The matrix of similar schools is presented.

4:00 p.m. - 4:50 p.m. **ADMINISTRATION AND SCHOOLS (Discussion)..................................Cabildo**

Presider: Linda J. Crone, Louisiana State University

Presenters: "THE RELATIONSHIP BETWEEN LEADERSHIP BEHAVIOR OF PRINCIPALS AND ORGANIZATIONAL CLIMATE WITHIN SELECTED MIDDLE SCHOOLS"

Henry J. Clark, University of Alabama at Birmingham

This study examined existing relationships between teachers' perceptions of the leadership behaviors of middle school principals and the organizational climate of their schools. The Pearson product-moment correlation was used to determine significant relationships between leader behaviors (measured by the Leader Behavior Description Questionnaire - Form XII) and school climate (measured by the Organizational Climate Description Questionnaire). The sample was composed of nine schools and 150 teachers.

The paper examines research on the leadership concepts and the organizational climate in schools. A review of the relevant literature is provided to describe the views of various authors concerning the issues of leadership, leadership behavior, and organizational climate. Tables and charts are utilized to present the results of the data collected.

"ATTITUDES OF SUPERINTENDENTS TOWARD APPLICATION OF TIME MANAGEMENT SKILLS"

Bettye Burkhalter and Barbara B. Schaer, Auburn University

Literature reporting the application of time management skills is divided. Critics of self-reported opinions claim overrating of the skills and application do not reflect actual use or non-use. This study investigated the rank value of 20 common time management skills and four attitudes about why the skills were not actually used.

A random sample of 152 superintendents was asked to rank 20 time management skills on a scale of 1 (never used) to 6 (always used). Four reasons (two internal and two external) why the skills might not be used were ranked 1 (strongly agree) to 5 (strongly disagree). Two significant canonical correlation roots ($Rc=.61$, Approx. $F=1.87$, $p<.001$) were found, indicating that a significant relationship existed between the sets of attitudes. Stepdown discriminant analyses showed that superintendents were satisfied with their administrative style but felt that emphasis of time management skills on the job caused inadequate devotion to critical issues and human relations concerns.

Administrators value time management but see the need to temper their use with other job needs. Better human relations training in relation to time management skills could be useful workshop material for superintendents.

"THE RELATIONSHIP BETWEEN TEACHERS' PERCEPTIONS OF SCHOOL CLIMATE AND THEIR COMPLIANCE WITH ADMINISTRATIVE DIRECTIVES"

Cynthia Montgomery-McMinn, Mississippi State University

This study investigated the relationship between teachers' perceptions of school climate and the degree to which they comply with typical directives issued by their building principals. The study was predicated on Barnard's acceptance theory of authority.

Seventy-seven Mississippi teachers submitted responses to the NASSP School Climate Survey, Form A, and the Zones of Indifference Instrument. Regression analyses showed that teachers were more compliant in general and in matters concerning teaching practices and classroom methodology when they perceive the presence of positive opportunities for students to receive academic, career, and personal counseling. In matters concerning administrative policy and management, teachers were more compliant when they perceived the combined presence of: (1) quality guidance and counseling for students, (2) moderate levels of camaraderie among students, (3) effective school administrators, and (4) conservative interpersonal and professional relationships among teachers and students.

School principals should be aware of the mediating variables that are associated with one's perceptions of the school environment. To induce teachers' compliance with administrative directives, principals should consider the availability of quality academic, personal, and career guidance opportunities for students as well as the image they project.

"IDEAL AND ACTUAL SUPERVISORY BEHAVIOR AS PERCEIVED BY MISSISSIPPI COMMUNITY COLLEGE VOCATIONAL INSTRUCTORS AND THEIR SUPERVISORS"

Deborah B. Pullen, East Mississippi Community College, and Walter E. Sistrunk, Mississippi State University

The purpose of this study was to investigate the differences between ideal and actual supervisory behavior perceptions of Mississippi community college vocational instructors and their supervisors. The Supervisory Behavior Description Questionnaire (SBDQ), Form 1, was used in this study.

Data were gathered for the eight subscales of curriculum development, instructional organization, staffing, materials and facilities, staff development, special student services, community relations, and instructional evaluation. The data collected were used to answer research questions about the actual and ideal responses for the eight subscales and for the dimensional scores: directive, collaborative, and nondirective. The variables considered were gender, highest degree held, and race.

Questionnaires were sent to 378 vocational teachers and 35 vocational supervisors in Mississippi's 15 community college districts. Usable responses were received from 243 teachers and 24 supervisors. One-way analysis of variance, a t-test, and factorial analysis of variance were used in the statistical analysis of data.

Analysis of the data indicated a significant difference between the ideal supervisory behavior perceptions of instructors and administrators on the staffing subscale. Significant differences were also indicated in actual perceptions on five of the eight subscales. Race and gender were found to be significant variables. Findings will be discussed.

4:00 p.m. - 4:50 p.m. **CURRICULUM (Discussion)** .... **Pontalba**

Presider: Jesse L. Rancifer, University of Central Arkansas

Presenters: "A NEEDED LINKAGE: HUMAN DEVELOPMENT THEORY AND FRESHMAN ORIENTATION COURSES"

Ann D. Chapman, Eastern Kentucky University

Many colleges have developed a freshman orientation course aimed at increasing the retention of students by helping them to develop the skills and attitudes needed to succeed in college. When these courses are developed and revised, selecting content from the many needed and potentially helpful topics is often challenging. While certain topics almost demand inclusion (study skills, campus resources, etc.), the observed problems of students at a particular college typically become a fairly subjective, yet logical, basis for determining course content. The usefulness of lifespan human development theory as an aid in selection of course content has been overlooked.

This paper describes the development and formative evaluation of a freshman orientation course. Students were asked to complete the evaluation instrument during the last week of the course. An 85% return rate was obtained. The results revealed a large difference between traditional and nontraditional students regarding the topics they considered helpful or enjoyable. The nature of these differences suggested that lifespan human development theory would be helpful as an indicator of content appropriateness when these courses are being developed or revised.

"MISSISSIPPI SOCIAL STUDIES CURRICULUM ANALYSIS"

Regina L. Procell, Mississippi State University

The Mississippi Social Studies curriculum is being revised in order to address the needs of

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Mississippi students; a committee has been formed to examine needed changes. The Program of Research and Evaluation for Public Schools (PREPS) was contacted to develop a questionnaire for the collection of information concerning the curriculum, to examine the sequencing of social studies courses for grades seven through twelve, and to analyze the U.S. history curriculum.

A three-part process was used to provide information and data for analysis: a professional panel, a practitioners' panel, and a random sample of certified social studies teachers. Descriptive statistics were reported on a per-item basis.

PREPS has recommended that U.S. history courses should be taught using topic outlines. Ten topics from each of the two U.S. history courses have been recommended as core items for all Mississippi students. Four major recommendations resulted from the social studies questionnaires: the need for world history becoming a state graduation requirement, the inclusion of geography as a separate course, the fusion of Mississippi history and Mississippi state and local government into a course entitled Mississippi studies, and the revision of the social studies sequence in grades seven through twelve.

"STUDENT ATTITUDES ABOUT A SELF-PACED UNDERGRADUATE STATISTICS COURSE"

Brenda M. McSparrin, Steven M. Ross, and Henry S. Zurhellen, Memphis State University

Fundamentals of applied statistical methods is an undergraduate statistics course which uses a modified Keller plan involving self-pacing, criterion-referenced testing, dividing the course content into small units, and uses teaching assistants. It differs from the Keller plan in that grades are assigned at the end of the semester in which the student is enrolled. Seventy-eight subjects were included in the first phase of a study to determine student attitudes regarding the self-paced statistics course and the relationship between attitudes and final grade. Each subject indicated their amount of agreement or disagreement about each statement on a 13-item Likert scale. The individual statements addressed issues relating to students' preference to a self-paced class over a traditional lecture class, time management needed to progress through the course, grading system for the course, and the availability of teaching assistants for individual help sessions.

In general, student attitudes were more favorable to the self-paced class over a traditional lecture class format. Students who liked the idea of self-pacing had several significant relationships with other items on the questionnaire, including being able to manage their time, knowing how to study for this type of course, and indicating that the grading system was more fair to the student. Some differences were noted between the students' final grade and their attitude about specific aspects of the course. Implications for future courses using a modified Keller plan will be addressed.

"SEX EDUCATION CURRICULA INCORPORATING SOCIAL LEARNING THEORY AND ATTRIBUTION THEORY"

Diana Tiner Denton, Memphis State University

Teen pregnancies and teen sexually-transmitted diseases cost society in terms of adding to the tax burden by supporting people who have dropped out of the tax base without a job or education in order to have a baby or repair their health. They also cost society because of the loss of the human potential of a young life interrupted and cut short with greater responsibilities than it can bear, in addition to the perpetuation of the same cycle within a family.

Incorporating social learning theory and attribution theory into sex education curricula in schools, churches and community centers could reduce the rate of teenage pregnancies and teens' sexually-transmitted diseases in the U.S. Attribution theory identifies four major causes that individuals typically select for success and failure outcomes and the conceptual links between those outcomes and subsequent behavior. Social learning theory's major importance is the ability of individuals to abstract information from the behavior of others and make decisions about which behaviors to adopt and later to enact the selected behaviors.

Intervention techniques and attribution retraining research that will be a model for future sex education curricula will be presented.

4:00 p.m. - 4:50 p.m. **TEACHER EDUCATION (Discussion)**..**Ursuline**

Presider: Warren A. Land, Mississippi State University

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Presenters:

"STRENGTHENING TEACHER PREPARATION"

Leslie Marlow, Northwestern State University, and Ruth Ann Hierlmeier, University of South Florida

This study was intended to identify areas in which student interns who completed their teacher preparation program felt they were adequately/inadequately prepared for the realities of the profession. A specific area of interest in this project was the variety and extent of reality shock encountered by teacher interns and how well they felt they were prepared for them.

One hundred recently-graduated education students from Florida and Louisiana universities were randomly selected to respond to an Internship Perception Survey. This instrument, designed as a pilot test, was to determine how student teachers reacted to the realities of the classroom and how well their teacher education program had prepared them for these realities. The 40-item survey addressed intern's perceptions of leadership, peer interaction, student assessment and professional prestige. Questions were designed to address major stress factors as they were identified by veteran teachers in the literature on teacher burnout.

The results of this test study may reinforce our belief that the teacher education program is indeed preparing future teachers for the rigors of their profession; or it may lead us to reexamine areas in which we need to address the critical issues that pertain to satisfaction in our profession.

"THE MODIFIED ARIZONA TEACHER RESIDENCY PROGRAM: THE IMPACT OF TRAINING ON THE MASTER TEACHER"

Lucinda H. Rose, Mississippi State University

In meeting both public and professional concerns for improving teacher education, local governing boards, state boards of education, and legislatures across the United States have demanded that students and teachers be held accountable for school-related performance. The Modified Arizona Teacher Residency Program (MATRP) is a direct response to the reform movement in education and is a cooperative venture to improve the instructional capabilities of teachers. The intent of this study was to determine the impact of the MATRP training course on the master teacher and how this training altered the demonstration of 34 selected, essential teaching competencies.

The results of the study indicated that upon completion of the training the master teachers in the treatment group outperformed their control group counterparts generally in the planning component of teacher performance. The demonstration of the competencies in the procedures component changed only slightly at the conclusion of the training, and interpersonal skills appeared to be the strengths of the majority of participants. This study offers master teachers a paradigm for pedagogical change to effectively alter classroom performance and attempts to substantiate effective teaching practices.

"AN ASSESSMENT OF TEACHERS FAILING THE MISSISSIPPI TEACHER ASSESSMENT INSTRUMENTS IN 1986-87"

Jayne B. Sargent, Jackson (MS) Public Schools, and Neil G. Amos, Mississippi State University

This study investigated the teachers throughout Mississippi who failed the initial administration of the Mississippi Teacher Assessment Instruments during the 1986-87 school term. The results were analyzed using the variables: years of experience, degree level, level of certification, gender, and race.

Subjects of the study were 128 Mississippi teachers who failed the initial administration of the Mississippi Teacher Assessment Instruments. The 128 teachers represented the entire group of those who failed the assessment. Subjects were grouped according to the variables identified in the study.

Ten null hypotheses were tested using chi-square Goodness-of-Fit. Two hypotheses were not rejected, and eight were rejected. The following conclusions resulted: there were no significant differences between teachers failing the MTAI subscales when grouped by experience levels and by failing the MTAI subscales when grouped by degree level, gender, and race, and between indicators when grouped by experience levels, certification levels, degree level, gender, and race.

"CLASSROOM LESSONS: CONNECTING IMPLICIT THEORIES AND BELIEFS TO CLASSROOM ACTION"

WEDNESDAY, NOVEMBER 14, 1990

Maria J. Keith, Maryville College

The phenomena of classroom lessons have been examined from several perspectives. Process-product researchers, ecologists, sociolinguists and ethnographers have explored naturally occurring lessons for structure and patterns. The missing perspective is that of the teacher. What does a teacher know (believe) a lesson is? Does this knowledge frame the way that the teacher enacts classroom lessons?

Seven lessons (as identified by the student teacher/coparticipant) were observed and/or videotaped during a semester of student teaching. Brief descriptions of teacher actions were developed by the researcher for each lesson and shared with the student teacher. Unstructured interviews followed each lesson. During the first two, the student teacher talked about her knowledge (beliefs) of what a lesson was. Analysis consisted of comparing her understanding of a "lesson" to each of the brief, written descriptions.

The enactment of each lesson (summarized by the written description) matched the student teacher's knowledge of what a lesson was. No change was observed over the course of the student teaching experience. If additional research supports this finding, then teacher educators might well ask their students to explicate what a lesson means to them in order to generate alternative beliefs as a way of changing classroom actions.

5:30 p.m. - 6:15 p.m. **PRESIDENT'S ADDRESS**..**Queen Anne Room**

6:30 p.m. - 8:00 p.m. **PRESIDENT'S RECEPTION**...................................**Skylight Terrace/Poolside**

THURSDAY, NOVEMBER 15, 1990

8:00 a.m. - 4:00 p.m. **Registration**...**Registration Lobby**

9:00 a.m. - 9:50 a.m. **HANDICAPPED AND MICROCOMPUTERS (Display)**...........................**Iberville**

Presenters: "USING INTERACTIVE VIDEO TO TEACH PSYCHOEDUCATIONAL SKILLS TO MILDLY HANDICAPPED LEARNERS"

Philip Browning, Auburn University

The purpose of this research project was to examine the effectiveness of interactive video for teaching psychoeducational skills to mildly handicapped learners. During this display session, participants will be introduced to a number of project-related components, including: (1) a sample of interactive video-based curricula and (2) results from a study using this instructional medium to teach social problem-solving skills to adolescents with mild learning handicaps.

Specifically, a social problem-solving curriculum was field tested with 20 special classes representing 16 teachers (four teachers taught the curriculum twice) serving 137 handicapped learners with a mean age of 17 years. Three measures were used to assess the teachers' and students' perception of the curriculum, whereas two measures were used to assess student performance. With respect to performance gains, statistical methods included analysis of covariance, correlated t-tests, and a calculation of effect sizes which is a method for establishing the magnitude of a treatment effect.

Both the curriculum evaluation and student performance results were promising. First, the teachers and the students responded favorably to the technological medium for instruction as well as the nature of the curriculum content. Second, student performance gains were, for the most part, both statistically and educationally significant.

"DISCIPLINARY PROCEDURES FOR HANDICAPPED STUDENTS: SUSPENSION AND CORPORAL PUNISHMENT ALTERNATIVES"

Emilio Perez, Joseph E. Justen, III, and John R. Slate, Arkansas State University

Within the past several years, considerable attention has been focused on the issue of disciplinary procedures with handicapped students. In particular, the use of corporal punishment and suspension with handicapped students has become controversial. Potential legal sanctions exist for persons who paddle children if the misbehavior exhibited by the handicapped child is determined to stem from or be the result of the handicapping condition. Serious questions arise as to the legality of using corporal punishment with a seriously emotionally disturbed child who misbehaves and the misbehavior is related to the handicapping condition. Likewise, suspending handicapped children can be interpreted as modification of placement outlined in their individualized education plan, and, as such, may violate the child's right to a free and appropriate education.

The purpose of this paper is to analyze these issues in light of the various handicapping conditions (e.g., learning disabilities, seriously emotionally disturbed). Alternative procedures, including a least intrusive alternative model, to paddling and suspension will be examined. These procedures include operant conditioning concepts and contingency contracting. Finally, the ethics of behavior management procedures will be discussed.

"WAIS-R STABILITY FOR COLLEGE STUDENTS WITH LEARNING DISABILITIES"

Julia Frost and Belinda Cross, University of the Ozarks, and John R. Slate, Arkansas State University

Although a large body of research on the WAIS exists, few studies are available on the WAIS-Revised. Thus, assessment specialists are utilizing an intelligence test for which data is limited. With persons with learning disabilities attending universities in increased numbers, research concerning measurements (e.g., WAIS-R) utilized in the determination of learning disabilities is essential. The purpose of this investigation was to determine the stability of WAIS-R scores over time for a sample of college students (n=25) with learning disabilities.

Results indicated that IQ and subtest scores were significantly correlated even though subjects obtained higher subtest scores on the WAIS-R retest. Both higher IQ and subtest scores should have occurred, given the four years of educational experiences between test administrations, but did not. Only subtest scores were higher on the retest. This phenomenon is explained through an analysis of the normative tables. Subtest and IQ scores for young adults do not appear to be comparable.

Problems appear to exist with the WAIS-R normative data, at least for young adults. Assessment specialists working with persons with learning disabilities in postsecondary institutions may find these data useful in interpreting WAIS-R test scores.

"CURRICULUM IMPLICATIONS FOR USING COMPUTERS WITH PRE-READERS - WHAT ARE THE SOCIALIZING ASPECTS?"

Dorren R. Schmitt, EDCOM

In the past five years, elementary schools have expanded the use of computers to prekindergarten. Studies have indicated that the children learn concepts at least as well with or without the computer. One question has yet to be answered: Do children who use computers increase social skills?

This study investigated four-year-old children interacting with computers. Six children attending prekindergarten were observed for 10 half-hour sessions. Ethnographic observations and informal interviews were used to investigate the children's reactions to and uses of computers to learn. Several "Stickybear" programs on topics learned in class were used.

The children were observed to have several kinds of verbalizations about the programs and the computers. The children also became voyagers. They not only learned the topics taught, but they traveled through the world of computers. Finally, the children were chatterboxes. The room was filled with whispered conversations to partners.

Three noteworthy curriculum implications were uncovered: (1) the need for an increased adult supervision with a computer, (2) the need to set limits on the length of computer use, and (3) the impetus for social interaction that computers produce enhanced social skills.

9:00 a.m. - 9:50 a.m. RESEARCH METHODS (Discussion) .... Bonnet Carre

Presider: Jack Barnette, University of Alabama

Presenters:

"MEASUREMENT CHARACTERISTICS OF THE MAA MATH PLACEMENT TESTS"

Janet G. Melancon, Loyola University of the South, and Bruce Thompson, Texas A&M University

Mathematics departments have found the placement tests developed by the Mathematics Association of American to be useful in providing optimal instruction for students. These tests were developed for college students and can be used to place students in courses ranging from remedial programs through calculus. However, as noted in the user's guide, the measurement integrity of test results must be evaluated in each test application. Tests are not reliable or unreliable; rather, data have these characteristics.

Of course, reliability is important from several perspectives. For example, an effect size can never exceed the product of the reliability coefficients for two variables. For example, if two variables both have reliability coefficients of .80, then, theoretically, the largest possible correlation between these two sets of scores would be .64. Reliability may be particularly important when making placement decisions.

The paper summarizes analyses associated with one set of placement measures. Data were collected from 432 undergraduates. Corrected item-total discrimination coefficients and alpha-if-deleted item statistics were computed. The coefficient alpha lower-bound estimates of internal consistency for the scores on two subscales and the total test were .75, .86, and .89, respectively. Potential improvements in the tests are suggested.

"SCHOOL DISTRICT ENROLLMENT PROJECTIONS: A COMPARISON OF THREE METHODS"

Timothy J. Pettibone and Latha Bhushan, University of Tennessee

Estimating enrollments is an important task. Planning is greatly enhanced when trends are analyzed. Estimating enrollments is not an easy nor accurate task. This study compared the results of three techniques for projecting future enrollments.

Data from a rural school district in Tennessee were used. Three types of data were used: live births, enrollment by grade level provided by the State Department, and more recent school district enrollments. The three methods studied were: (1) grade progression ratios (GPR), (2) the SAS Forecast Procedure, and (3) two-year ratios. Three years (1987-1989) of both actual and projected enrollments allowed the testing of these methods' accuracy.

For live births, the simple ratio technique appeared to give the best "fit" in terms of shape of the trends. It also was the simplest technique to implement. The Forecast technique was the most complicated and resulted in smooth trends. The last technique was that of rate of change which resulted in the poorest projections. In terms of total K-12 enrollments, the Forecast technique was the poorest and grossly overestimated enrollments. It appears that of the remaining techniques, the simple ratio approach did a better job. The GPR technique also resulted in relatively accurate estimates.

"GRADUATE EDUCATIONAL RESEARCH COURSES: A COMPARISON OF REQUIREMENTS OF VETERAN AND NOVICE PROFESSORS"

Robert F. Todd and Carol C. Reece, Memphis State University

Diversity of practice apparently exists regarding the content taught in a graduate-level introductory educational research course, despite the fact that stated goals, objectives, and content in many commonly-adopted textbooks reflect much homogeneity.

In a prior Delphi study, a national panel of educational research experts identified 59 skills/knowledge areas deemed essential and/or important in graduate introductory educational research. Still missing was an answer to: "What is the relationship between what experts say should be taught and what is actually required in practice by those who teach the course?"

The present study extended that question. Specifically, what demographic differences exist among professors who teach the course? The study's population was the national membership of a AERA special interest group: professors of educational research. A subscale was created by summing "yes" responses on 19 (of the 59) items which contained references to quantitative, hypothesis-testing, or statistical content. A one-way analysis of variance with a Scheffe' follow-up test revealed a statistically significant difference between novice and veteran instructors, F (3, 88) = 3.34, p=.023.

It is educationally important that generalizations can be made about trends in educational research curricula, textbook revisions, and ways research knowledge can be utilized.

"MEASURING SECOND-ORDER FACTORS: A CASE STUDY EXAMPLE WITH THE HENDRICK-HENDRICK LOVE INSTRUMENT"

Bruce Thompson, Texas A&M University, and Gloria M. Borrello, University of New Orleans

Love is generally regarded as being fundamental to the human experience, and as influencing many aspects of human functioning and happiness. Yet, until recently, love was not deemed worthy of serious scientific investigation. Now researchers have begun to confront the psychometric difficulties posed in measuring such illusive constructs.

The theory of love proposed by Lee, and the love instrument developed by the Hendricks, have represented major steps forward in efforts to investigate love experiences. The present study utilized confirmatory structure analyses to better understand both Lee's theory and the psychometric character of the Hendrick and Hendrick tool.

The paper also represents an attempt to explain an intriguing variant on common factor analytic methods, called second-order factor analysis. The paper treats these methods as they are applied in the LISREL covariance structure analysis program. Few such applications have been presented in the contemporary research literature.

Subjects in the study were 487 undergraduate and graduate students. The mean age in the sample was 35.0 (SD=7.5), and roughly 77.2% (n=376) of the sample consisted of females. Meaningful second-order structures were identified.

9:00 a.m. - 9:50 a.m. REFLECTING ON REFORM -- IS MEANINGFUL CHANGE IN SCHOOLS REALLY POSSIBLE? (Symposium) .... Bienville

Organizer: Patricia First, University of New Orleans

Presenters:

"OVERVIEW"

Patricia First, University of New Orleans

After a decade of top-down reform efforts in public education, it is time to ponder: (1) Why these efforts have not changed schools in substantial and meaningful ways? (2) Why teachers feel overburdened by state mandates? and (3) Why the gaps between children of poverty and the more fortunate continue to grow? This symposium addresses the potential of school-based and teacher-initiated reforms.

"PLACING REFLECTIVE PRACTICE IN CONTEXT: SOME PRELIMINARY THOUGHTS"

Bud Wellington and Patricia Austin, University of New Orleans

The nature and design qualities of reflective practice as a tool needs consideration. Like a hammer or saw, reflective practice is a single (or limited) purpose tool; its design dictates its best use. To understand better the uses of reflective practice, the context in which reflective practice is used needs consideration. As Freire and other critical theorists point out, schooling is fundamentally political and tends to promote either domestication or liberation. As a tool in education, whether reflective practice is being used to promote domestication or liberation and empowerment needs consideration. This paper considers both the design qualities of reflective practice as a tool and the context in which reflective practice is used.

"LEADERSHIP FOR SCHOOL EMPOWERMENT: REFLECTING ON THE LOCUS AND FOCUS OF SCHOOL REFORM"

Louis F. Miron, University of New Orleans

In the second wave of national school reform, a central ingredient is teacher empowerment. The argument has been advanced that schools can only be restructured if teaching is professionalized and teachers are empowered. This concept overlooks, at a minimum, two important groups -- students and parents. This paper explores the power relations within the school community that potentially work to undermine substantive school restructuring. It argues that the school community -- including parents -- must be included in a shared decision-making process aimed at not only school restructuring per se, but ultimately school transformation. Thus, the role of the school leader as the transformative intellectual was viewed as central to removing the sociopolitical relations in the school which may undermine this process. The paper concludes with implications of empowerment for facilitating change in the external community that the school serves, including "at-risk" students.

"A DEVELOPMENTAL PERSPECTIVE ON REFLECTIVE LEADERSHIP"

Edward P. St. John, University of New Orleans

Reflective leadership is necessary for school transformation. Reflective leaders -- teachers, school administrators, parents, students -- are not born, they are developed. This paper uses Carl Jung's theory of individuation to develop a stage theory of leader development and uses this theory as a framework for reexamining recent developments in the fields of management and leadership. It identifies stages of leadership development, considers the types of knowledge that are integral to each stage, and discusses how leadership training -- for teachers as well as administrators -- can be refocused to facilitate the development of transformative leadership in schools.

9:00 a.m. - 9:50 a.m. **READING (Discussion)..Cabildo**

Presider: Beatrice Baldwin, Southeastern Louisiana University

Presenters: "THE EFFECTS OF STRUCTURED ORAL READING ACTIVITIES ON READING ACHIEVEMENT OF FIRST-GRADE STUDENTS"

Annie L. Wade, Carthage (MS) Elementary School, and Carolyn C. Williams, Mississippi State University

This study was conducted to determine if structured oral reading activities would have a significant effect on the reading achievement of first-grade students. The subjects of this study were 102 first-grade students from a heterogeneous departmentalized school setting. Two intact classes served as the experimental group and two classes served as the control group.

For twenty-five minutes three times a week over an eight-week period, the experimental group listened to the reading of a Caldecott book and participated in a structured oral reading activity. During the same time periods, the control group worked on individual silent reading and vocabulary drills. The Stanford Achievement Test, Primary Level 1, Form E was used as a measure of achievement.

The results of this study indicated that structured oral reading activities were an effective method of improving reading achievement of first-grade students. The subjects in the experimental group scored significantly higher than those in the control group on the Stanford Achievement Test in areas of reading, word study, reading comprehension, vocabulary, listening comprehension, and total reading. There was no significant difference between the groups in the area of word reading.

"READING ALOUD TO PRESCHOOL CHILDREN"

Gloria C. Correro, Mississippi State University, and Barbra M. Goodnite, Delta State University

The purpose of this study was to determine if reading to children before they entered kindergarten would enhance achievement in selected areas at the end of kindergarten and first grade. The population consisted of students who participated in the Pilot Kindergarten Study in the state of Mississippi (1985-1986). Two hypotheses were formulated and tested through the use of MANOVA. The MANOVA calculation revealed a significant difference at the end of kindergarten and first grade in the areas of environment, total reading, total listening, and total mathematics. An insignificant F for total listening was determined at the end of kindergarten.

A comparison between the two groups in the achievement areas was considered with the interaction of gender. A Wilkes Lambda revealed that there were significant differences between the two groups. Significant differences were found in all subtest areas at both kindergarten and first grade except for total listening at the end of kindergarten. The findings of this study support the idea that reading aloud to children at an early age will enable them to become better and more knowledgeable readers and, therefore, better achievers in all of the content areas of the curriculum.

"THE EFFECTIVENESS OF THE BASAL SERIES AND THE BASAL SERIES SUPPLEMENTED WITH THE SING, SPELL, READ, AND WRITE PROGRAM: COMPARISON"

Vicki Lepanto and Carolyn C. Williams, Mississippi State University

Literacy levels and reading achievement of many students in Mississippi continues to be low. Educators and parents seek instructional programs that will yield greater success in learning to read. The Basal approach to teaching reading has been used in the vast majority of reading classrooms in the nation since the early 1800's. Yet, some authorities claim that other approaches are also effective. The Sing, Spell, Read, and Write approach has been implemented in several reading classrooms as a supplement to the Basal reading approach. Research is needed to determine if the supplemental program assists in better meeting the needs of these children.

This study investigated the difference between two reading programs: the Basal reading series only and the Basal reading series supplemented with the Sing, Spell, Read, and Write program. Total reading-scaled scores on the Stanford Achievement Test for 546 first-grade students from two elementary schools in central Mississippi were compared. One school used only the basal reading series while the second school used the Basal series supplemented with the Sing, Spell, Read, and Write program. The results of the study have implications for parents and educators.

"PARENTAL INVOLVEMENT PROGRAM: THE PERCEPTIONS OF TEACHERS AND PARENTS TOWARD READING SUCCESS"

Carolyn C. Williams and Mary Catherine Cole, Mississippi State University; Jackie Border and Kimberly Younger, St. Mary's Catholic School; and Loucrecia Collins, Starkville (MS) Public Schools

Educators and researchers suggest that because parents lay the foundation for learning to read, they have an obligation to support their children's continued growth as readers. The traditional parental involvement programs, however, are structured so as to accommodate parent/teacher conferences, open house, and other social interaction programs. A review of the literature revealed a limited number of structured parental-involvement programs are designed specifically to enhance reading achievement. This study was undertaken to determine the extent to which teachers and parents were willing to establish parental involvement programs. Eighty-one teachers and 44 parents completed questionnaires for the study, which was statistically analyzed. The results show that both teachers and parents perceive that more extensive parental involvement programs should be implemented.

9:00 a.m. - 9:50 a.m. **ADMINISTRATION (Discussion)** .... **Pontalba**

Presider: John L. Burns, Arkansas State University

Presenters: "THE PREPARATION OF ASPIRING EDUCATIONAL ADMINISTRATORS: TRANSITION AND TRANSFORMATION IN THE INTERNSHIP"

L. Nan Restine, Western Kentucky University

The importance of the internship in the cycle of development of professional practitioners has long been heralded. The psychological and cognitive dimensions of those involved was the focus of research which sought to further the existing knowledge about the internship in the preparation of educational administrators.

The importance of gaining access to the life world of the individuals under study prompted the choice of qualitative methodology. Data included detailed descriptions of situations, events, interactions, and behaviors; direct quotations about experiences, attitudes, and beliefs; and excerpts or passages from documents, correspondence, and records. Fifty administrative interns in two cohort groups (N1 = 23, N2 = 27) served as subjects in the study.

Distinct stages were evidenced which revealed experiences and resultant affect and meaning states during the course of the internship. Life history and motivational orientation was reflected in the successful negotiation of experiences.

Information derived from the research serves to warrant attention to the career cycle development of adults during an intensive internship experience, concern regarding systems of support, and the critical value of understanding self through experiences in a real work-world.

"SITE-BASED MANAGEMENT: KNOWLEDGE BASE OF KENTUCKY SUPERINTENDENTS"

Alan Reed, Adair County (KY) Schools; Mike Richardson, Clemson University; and Robert Prickett, Western Kentucky University

Recent educational literature has stressed the benefits of site-based management as a valuable tool in school reorganization. Following a recent ruling of the state Supreme Court and a legislative mandate for implementation of site-based management, a survey was designed for the purpose of ascertaining the "knowledge-based" among superintendents of the Commonwealth of Kentucky on the topic "site-based management."

The data revealed that while there was considerable interest in site-based management among superintendents, there was also considerable confusion on the topic. Superintendents were largely unaware of a rather large body of research which clearly demonstrated the merits of participatory management in business and industry, and more recently, site-based management in the United States schools. Furthermore, the data revealed the existence of role ambiguity, resistance to immediate implementation of site-based management, and doubt over the longevity of site-based management. A number of recommendations were cited, including the call for the superintendents to familiarize themselves with the abundant literature, and immediate implementation of intensive training programs in site-based management for superintendents and others.

"THE NECESSITY OF ENVIRONMENTAL SCANNING PRIOR TO LONG-RANGE PLANNING ACTIVITIES AT HIGHER EDUCATION INSTITUTIONS"

Ty J. Handy, Memphis State University

Formal environmental scanning procedures are increasingly being adopted by institutions of higher education. The rationale for this trend lies primarily with greater environmental awareness resulting from participation in a scanning program. The purpose of scanning is to provide key administrators valuable external information regarding both the probability and the impact of volatile external trends and forces. This information may then be used in various strategic planning stages including scenario development, institutional mission and goals identifications, evaluation of internal institutional strengths and weaknesses, selection of appropriate alternative strategies, and post-planning monitoring and control operations. Additionally, participation in environmental scanning provides an inexpensive, but effective, form of professional development which serves the institution's interest in maintaining a state-of-the-art leadership team aware of current research, viewpoints, trends, and activities which may be of value in assisting the administrator in solving current problems and/or more efficiently carrying out her or his duties.

The environmental scanning activities of three diverse institutions of higher education, a community college, a major urban university, and a southern land-grant institution, are overviewed; strengths, and weaknesses are identified; and a call is made for all institutions of higher education to implement formal scanning programs.

"ADMINISTRATIVE CERTIFICATION, MOTIVATION, AND CAREER EXPECTATIONS: A STUDY OF STUDENTS OF EDUCATIONAL ADMINISTRATION"

Norma T. Mertz and Sonja R. McNeely, University of Tennessee

Increasing numbers of students are seeking certification as administrators. It is assumed that persons seek certification because they aspire to be administrators. Yet, many more individuals are seeking certification than can fill projected administrative openings. What motivates those enrolled in administrative certification programs? What are their expectations for holding administrative positions?

Forty-three students, enrolled in the administrative certification program at the University of Tennessee, completed a questionnaire about their motives and expectations. Simple statistical procedures were used to analyze the data in terms of gender, race, age, current position, kind of school district, and past experience.

Among the findings were: (1) credentialing was a primary reason for program enrollment, and (2) significant differences existed between males and females in relation to expectations. Males "expected" to become administrators, whereas females "wanted" to become administrators.

Expectations affect attitudes, behavior, performance, and the mental set in which aspirants approach preparation and the behavior they exhibit in seeking positions. If there are significant differences between males and females in their expectations, it has serious implications for school districts and preparation programs.

9:00 a.m. - 9:50 a.m. **ART AND THE PERFORMING ARTS (Discussion) .... Ursuline**

Presider: Ernest L. Bentley, Jr., East Tennessee State University

Presenters: "DEVELOPMENT AND VALIDATION OF AN INSTRUMENT TO MEASURE VISUAL ANALYSIS SKILLS"

Bruce A. Crowe, Northwest Alabama Community College

Tests designed to measure visual analysis skills have long been in short supply. Since the early 1960's, more than a dozen art educators have devised instruments for their specific research purposes. The instrument developed for this study utilized a multiple-choice format. Each of the 44 items deals with the analyses of the visual aspects in one's work of art. A color slide of the work is projected during the administration of the instrument.

Content validity of the instrument was established by soliciting responses from five practicing art professionals. Construct validity and internal consistency were established through a pilot study involving 108 college students at two state universities. Subjects were divided into three groups based on the amount of their prior exposure to formal visual analysis instruction. Construct validity was supported by significant differences among the means of each group. The Kuder Richardson 20 formula was used to calculate an internal reliability coefficient of .74.

Test-retest reliability was confirmed by the lack of significant differences between group means when 56 subjects were retested after eight weeks. The results indicate that the instrument is a valid and reliable means for measuring the visual analysis skills of college students.

"A STUDY OF AUDITION PRACTICES OF SELECTED ELEMENTARY AND JUNIOR HIGH PERFORMING ARTS SCHOOLS IN THE UNITED STATES"

Jean Frazer Simmons, Jackson (MS) Public Schools, and Georgia Napier, Jackson State University

This study analyzed the audition practices of selected elementary and junior high performing arts schools in the United States. Answers were sought to questions related to: prevalent criteria used by elementary and junior high performing arts schools in the evaluation of applicants during auditions, audition/acceptance rates, criteria used in the selection of judges, recruitment practices of schools, and whether recruitment practices are related to other factors. The study was conducted through a mailed survey to 132 elementary and junior high performing arts schools. The return rate was 77.3% (102).

Significant findings included: suburban and rural schools tend to have residential students, while inner-city schools have nonresidential students; inner-city schools tend to be more lenient with offering additional audition opportunities than suburban and small town schools; and average retention for inner-city schools was found to be lower than retention rates for suburban and rural, small-town schools.

Most performing arts schools were established in the 1970s and 1980s. Schools which used auditions as a part of entrance requirements indicated criteria were based on judges' sheets, age limits, GPA, writing and verbal skills, prior experience, and letters of recommendation.

"THE INTERACTION BETWEEN ATTRIBUTION FEEDBACK, LEARNER SELF-CONCEPT, AND PERFORMANCE IN THE ELEMENTARY ART CLASSROOM"

Margo L. McDonald and Amy P. Dietrich, Memphis State University

Attribution theorists hypothesize that feedback linking learning outcomes to internal attributes can positively affect achievement behaviors. The purpose of this six-week study was to investigate the effects of ability and effort, attribution feedback. Motivation, task orientation, problem-solving, and class membership were examined independently as well as effects of treatment for subjects of varying ability and gender.

Subjects were 85 students in elementary school art classes. Students were randomly assigned to one of two treatment groups or the control groups. Treatment I received attribution feedback for ability while Treatment II received attribution feedback for effort. Pre- and post-treatment surveys were used to measure learner self-concept and problem-solving ability. Grades were also compared within and between groups.

Problem-solving perceptions were significantly improved following treatment for the ability condition but not for the effort condition. Neither treatment condition significantly affected subjects motivation to participate in learning activities, perceptions of self in relation to other class members, or classroom performance. Subjects were not significantly aware of treatment application.

Findings provide support for the theory that ability attribution feedback can positively affect achievement behaviors. Ability attribution feedback may have the most determinate effects upon females and learners of low ability.

"THE MUSICAL INDEPENDENCE OF STUDENTS AND PROGRAMS AT A LARGE MID-WEST UNIVERSITY AND STUDENTS' RELATED HIGH SCHOOL/COLLEGE ACTIVITIES"

Wayne F. Dorothy, North Dakota State University, and Gordon C. Bobbett, Louisville, Tennessee

Identifying musical independence (MI) in students at postsecondary programs could assist in program evaluation and recruitment. Previous MI students warranted further research. The study's purpose was to: (1) determine the MI of instrumental college students and (2) compare the students' academic and musical activities to their MI.

The 48 wind ensemble, 77 symphonic band, and 28 concert band students attending Ball State University took Colwell's Music Achievement Test 3 (MAT3), a four-part, validated, musical achievement test utilizing auditory perception. Additional demographic data such as instrument, parents' education, practice activities, high school/college musical activities, and years of private lessons were compared to MAT3 data. Statistical treatments of all data included descriptive, inferential, and correlational analyses.

The MAT3 data analyses indicated advanced MI students participated in more high school/college musical activities and exhibited a different practice agenda. There is a significant correlation between MAT3 data and SAT scores, number of years parents attended college, students' college private lessons, and minutes practiced a week.

Since advanced MI students can be evaluated and some academic/musical activities associated with advanced MI are identified, some high school/college courses might be modified and college recruiting guidelines developed.

10:00 a.m. - 10:50 a.m. TESTS (Display)..Iberville

Presenters:

"ERRORS ON THE WECHSLER SCALES: COMMONLY MISSCORED EXAMINEE RESPONSES"

John R. Slate and Craig H. Jones, Arkansas State University

Research indicates that assessment specialists err in administering and scoring individual intelligence tests. These errors significantly influence IQ scores. Thus far, data have been limited to subtests and subtest items on which examiners are prone to err. Specific examinee responses frequently misscored have not been reported in the literature.

This study was conducted to determine which examinee responses are misscored frequently. Both WISC-R (n=309) and WAIS-R (n=326) protocols were analyzed to determine the items most frequently misscored, and the specific responses to which examiners frequently gave incorrect point values.

On three subtests - vocabulary, similarities, and comprehension - there were numerous responses that were consistently scored incorrectly. Tables indicate, by subtest item, the client responses frequently misscored, the incorrect score frequently given by examiners, and the correct score according to the Wechsler manuals.

Data show a need for more clearly defined scoring criteria in the Wechsler manuals. In the interim, the errors identified in this study can be used to improve training in test administration.

"PRACTITIONERS' ERRORS ON THE WISC-R"

Cora Coulter, North Little Rock (AR) Public Schools, and John R. Slate and Tracey L. Covert, Arkansas State University

Though research studies document the existence of errors on Wechsler Intelligence Scale for Children-Revised (WISC-R) protocols, these studies have focused on graduate students learning to administer and score the WISC-R. Generalizability of these data to testing practices by assessment specialists in the field is unknown.

The purpose of this study was to investigate the presence of examiner errors on WISC-R protocols completed by assessment specialists. Fifty-six WISC-R protocols, completed by nine examiners (certified educational examiners or licensed psychological examiners), were obtained from the psychological records of a metropolitan school district in a southern state.

Results indicated that 82% of the WISC-R protocols had errors which resulted in a change (+/-4) in the IQ score. No subtest was free of error. As expected, the verbal subtests had the highest frequency of errors.

Practitioners, similar to graduate students, made significant numbers of errors in scoring the WISC-R that influenced the IQ scores and, possibly, labeling and placement decisions. These data should sensitize assessment specialists to test items on which frequent mistakes occur and types of errors most frequently made.

"TEACHER PERCEPTIONS OF THE USE OF STANDARDIZED TEST SCORES AS MEASURES OF PROGRAM EFFECTIVENESS"

Louis A. Franceschini, Memphis State University

Among researchers, the identification of higher-than-predicted gains on standardized tests with program effectiveness has come to be regarded as a dubious practice, but one that maintains hegemony as "objective" evidence of success over participants' "subjective" judgments. In the longitudinal evaluation of a program aimed at the elementary "at-risk," teacher-practitioners were asked to compare and contrast evidence of both kinds.

Some 500 respondents provided summative ratings of the effectiveness of the program's major components. Similarly, teacher-respondents rated the appropriateness of using standardized test scores as indices of program effectiveness. Between subjects, program component ratings differed both by grade taught and by "yes-or-no" program participation status. Metaphorically speaking, the response level was the inverse of a respondent's "distance" from the program's "point of origin."

Involving responses as to the question of appropriateness, differences between group ratings disappeared. The four group means differed by no more than 0.10, and their magnitude indicated that the respondents saw the practice as only marginally acceptable at best. As to the value of the instructional intervention, teachers may have differed; as to how that value should or should not be measured, teachers were seemingly of one accord.

10:00 a.m. - 10:50 a.m. STRESS AND GENDER (Discussion) .... Bonnet Carre

Presider: Robert D. Hilliard, University of Central Arkansas

Presenters: "THE RELATIONSHIP OF STRESS-RELATED TO PERFORMANCE-BASED ACCREDITATION AND BURNOUT IN TEACHERS AND PRINCIPALS"

Elizabeth Smith Hipps and Glennelle Halpin, Auburn University

Recent reform efforts have intensified the push for accountability begun in the 1970s and have resulted in increased stress among teachers and principals. Unmediated stress can lead to burnout and the loss of experienced educational professionals. Identification of stressful aspects of reform could lead to strategies for intervention to prevent burnout.

The Maslach Burnout Inventory and items developed to measure stress related to the proposed Alabama Performance-Based Accreditation standards were administered to 219 teachers and 58 principals from nine Alabama school systems which piloted the new accreditation system in 1989-1990. Canonical correlation analysis revealed that a significant amount of burnout among Alabama educators was accounted for by stress related to accreditation standards. Loadings and cross loadings were examined to determine the specific stress variables and burnout variables which were meaningful. Adequacy and redundancy indices were computed to determine the representativeness of the canonical variates.

Results of this study do seem to indicate that the implementation of a performance-based accreditation system may be stressful to teachers and principals. Staff development which addresses the levels of concern of the educators involved may be needed to alleviate this stress.

"GENDER AND RACE DIFFERENCES IN ACHIEVEMENT, ENJOYMENT OF ACADEMIC SUBJECTS, AND PERSISTENCE IN FRESHMEN ENGINEERING STUDENTS"

Barbara B. Schaer, Cherri Pancake, Judy Aull, and Christine Curtis, Auburn University

The under-representation of women and Afro-Americans in engineering education merited the need for understanding group differences to facilitate programs for success. This study examined gender differences in enjoyment and level of achievement in seven subjects, persistence, and their interrelationships. Also studied were race differences by gender for the same three attributes.

Subjects were 240 men and 82 women orientation freshmen enrolling in the College of Engineering. Responding to a questionnaire, students were asked to circle any of seven subjects they enjoyed studying and again those in which they made high grades. A persistence marker scale (24 items) was also administered.

Multiple discriminant analysis was used to determine the relationships among seven subject preferences, seven highest grade subjects and total persistence scores as predictors of the criterion, gender. One significant discriminant function (Rc=.40, chi-square=54.26, df=4, p=.001) was found with 77% accuracy. Differences in subjects were that males reported higher grades in arts and graphics, history, and physics. Women reported greater enjoyment of languages. Persistence was not a significant predictor. Results from similar models used to discern race differences will be discussed.

"STRESS INDICATORS OF KENTUCKY ELEMENTARY PRINCIPALS"

H. J. Kirby, Warren County (KY) Schools; Mike Richardson, Clemson University; and Robert Prickett, Western Kentucky University

Stress has become a problem to administrators who often report a high level of it. Research was conducted on stress as perceived by elementary principals in the Commonwealth of Kentucky for this study.

A questionnaire was developed by the researchers which included demographic information on stress indicators. The questionnaire was administered to a random sample of 200 elementary principals, and 115 were returned for a 57.5% response rate.

Of the 24 forced-choice stressful situations, forcing the resignation or dismissal of a teacher had the higher rating (4.26) on a scale from 1 to 5. Dealing with unsatisfactory performance of professional staff was second with the rating of 3.96. The lowest stress rating (1.83) was working with school district central administration.

Only two situations - forced resignation or dismissal of a teacher with unsatisfactory performance - significantly correlated with the variables of gender, age, and number of years as a principal.

"STRESS FACTORS OF MIDDLE SCHOOL TEACHERS"

Russ Marion and Mike Richardson, Clemson University; P. A. Skillern, Simpson County (KY) Schools; and Dwillis Wallman, Western Kentucky University

The purpose of this research project was to identify the criteria within the middle school program that produced the highest level of teacher stress for three new middle schools. The middle school environment has specific concepts that are endemic to this approach for educating adolescents. The new middle schools opened with teachers who were unfamiliar not only with the middle school concept, but also with each other. The research was completed at the end of the first full year of the middle schools and addressed both personal and professional stress indicators.

A survey was developed by the researchers and administered to every middle school teacher in the three new schools. The survey utilized a Likert forced-choice method for obtaining the data. Results indicated that teachers were most stressed by three concerns: the increased length of the school day, the competition generated among the students and the teachers, and the overall lack of communication.

The results were compared to teacher and school demographic factors for quantitative analysis, but no significant factors were determined. The results of the research were used to help reduce teacher stress levels for the upcoming school year.

10:00 a.m. - 10:50 a.m. **EDUCATION ENVIRONMENT ASSESSMENT AND DATABASED SCHOOL IMPROVEMENT: A PROGRESS REPORT OF A STATEWIDE PROJECT "UNIVERSITY AND SCHOOL R & D COLLABORATIVES: THREE MODELS" (Symposium)..Bienville**

Organizer: E. Dean Butler, Memphis State University

Presenters: "OVERVIEW"

E. Dean Butler, Memphis State University

University and school district alliances created for the purposes of research and development must exist if the resources and capabilities of the two types of institutions are to be maximized. While the knowledge base regarding how effective alliances can be formed, managed, and nurtured is limited, understanding the characteristics of successful collaboration models currently being implemented may hold promises for contributing to this needed knowledge. The symposium is designed to address this need.

Three university/school R&D collaboration models that work will be discussed in the symposium. Specific focus will be on the principles utilized in guiding the purpose, establishment, and maintenance of the alliances; development of R&D agendas; coordination and management of resources and personnel; and data collection and reporting for assessing both the R&D projects and the alliances. Individual presentations in the symposium will summarize the three collaboration models directing the research and development activities of the following.

"R & D MODEL IN PROJECT LEAD"

Ernest L. Bentley, Jr., East Tennessee State University

A statewide school improvement program emphasizing local school leadership involving faculty from six universities and practitioners in 49 school sites will be summarized. Specific focus will be on describing the conceptual framework used for directing university faculty and practitioners in planning, implementing, and reporting site-based research. Generalizations regarding difficulties and successes realized as the alliances have evolved over a period of time will be offered.

"FACILITATING UNIVERSITY AND SCHOOL ALLIANCES THROUGH SUPPORT FOR GRANT PROPOSAL DEVELOPMENT"

William L. Deaton, Auburn University

Coordination and management guidelines and strategies used in supporting the development of proposals seeking grant support for university faculty and school district personnel interested in forming R & D alliances will be summarized. Successful results experienced by a grants office in a College of Education to be reviewed include those associated with forming of faculty and practitioner teams for identifying R & D opportunities for proposal development, identifying potential funding sources, providing consultant and technical services to proposal writing teams, and negotiating with grant agencies. Implications of the successes of the results realized will be proposed for consideration by other institutions.

"DESIGNING AND MANAGING RESEARCH COLLABORATIVES USING FOCUS GROUP STRATEGIES"

Harry L. Bowman, Memphis State University

A plan through which research issues in educational policy and practice are defined, investigated, and reported through use of structured focus groups composed of university faculty and practitioners will be reviewed. Several on-going research alliances involving university faculty, public school practitioners, business and public agency personnel will be described in regard to creation, management, role definitions, and support. Exemplary practices and results associated with the alliances will be used in constructing generalizations regarding developing and managing similar projects with focus groups in the future. Time will be provided for participants to interact with the presenters and they will be encouraged to provide additional information and insights about other successful R & D collaboratives.

10:00 a.m. - 10:50 a.m. PRESERVICE AND TEACHER EDUCATION (Discussion) .... Cabildo

Presider: Georgia Napier, Jackson State University

Presenters:

"FACTORS INFLUENCING TEACHING SKILLS DEVELOPMENT"

Anne G. Tishler and Suzanne H. Nichols, University of Montevallo

It is generally assumed that teachers progress from novice to expert through complex interactions of theory and practice. Such interaction is evident in undergraduate and graduate teacher education programs, and great effort is given to sustain professional growth in inservice activities. But to what influences and activities do teachers attribute their professional growth?

This study identified those aspects of professional life to which teachers attributed the acquisition of a basic understanding of teaching skills and to which they attributed the subsequent development of teaching skills competency. Teachers in the study (N=365) were from both suburban and rural schools. They were asked to report how and/or where the basic understanding and subsequent competency of 18 teaching skills were acquired. Frequencies and percentages were computed on responses, and the chi-square statistic was used to compare responses on relevant demographic characteristics.

Teachers attributed most of their teaching skills development to work experience. Even the acquisition of basic understanding of some teaching skills was attributed to work experiences rather than to preservice teachers education. Graduate teacher education was credited with limited influence in acquiring competency in teaching skills. Implications for revisions in teacher education are implicit in the results of the study.

"A COMPARISON OF CORE CURRICULUM GRADES FOR EDUCATION AND NON-EDUCATION MAJORS AT THE UNIVERSITY OF ALABAMA"

Victoria A. Johnson and Brad S. Chissom, University of Alabama

Students majoring in education have been considered by various sources as coming from the lower third of the ability levels of all college students. Claims of this nature are difficult to refute without a common ground from which to make comparisons. The University of Alabama began a core curriculum program in 1983 in which undergraduates throughout the University are required to take similar courses in seven specified curriculum areas. The areas are: (1) freshman composition, (2) writing, (3) mathematics, (4) humanities, (5) social science, (6) natural science, (7) and computer language or foreign language. Using the first- and second-level core courses as a basis for comparison, this study compared students majoring in education with all other undergraduates in the University.

Records for students receiving an undergraduate degree between June 1987 and June 1989 were obtained from the registrar's office. Due to the sample size (482 education majors and 4,116 other majors), only descriptive statistics were used for the data analysis.

Results indicated that Education majors obtained an average GPA of 2.66 for all 100 and 200 level core courses, compared to the same 2.66 GPA for all other majors. Comparisons among six of the seven core areas (writing includes only 300 and 400 level courses) showed education majors were higher in two (mathematics and social science) areas and lower in the other four. Other comparisons are made among major divisions of the university and education.

It appears that education majors performed equally as well as other majors in the core curriculum courses, and charges that inferior students choose education as a major are not well-founded.

"HAVE PEN, WILL TRAVEL: EARLY DETECTION OF ATTRITION-RISK TEACHERS"

Donald F. DeMoulin, Arkansas State University

Education across the nation is facing a crucial problem -- attrition within the first five years of teaching. More importantly, attrition may be associated with an alarming number of preservice teachers entering the profession with a low desire for teaching and/or with perceived areas of difficulty that, if left unchecked, may hasten their departure.

Seventy-one education majors were administered the Career Development Indicator (CDI) for preservice teachers prior to entering student teaching assignments. The CDI is designed to identify a perceived level of development (provisional, developmental, transitional, or decelerating) and to identify perceived areas of concern.

Results indicated that approximately 16% of the preservice teachers were entering their student teaching assignment with a less than desired attitude toward teaching or were demonstrating symptoms of burnout. Analysis further indicated that 78% of the preservice teachers perceived specific problem areas associated with their level of development that need additional monitoring and attention.

The CDI may provide important information to generate a snapshot profile of a preservice teacher. This profile may detect potential problem areas and/or lost desire for teaching that may be addressed during a student teaching assignment, thereby lowering attrition.

"STUDENTS' PERCEPTIONS OF PRESERVICE TRAINING AND THEIR TEACHING CONCERNS AFTER STUDENT TEACHING"

Carolyn Reeves-Kazelskis, Mildred E. Kersh, and Richard Kazelskis, University of Southern Mississippi

The study was designed to determine if transfer and nontransfer elementary and secondary students differed in their: (1) perceptions of the importance of six areas of teacher education, (2) perceptions of their degree of preparation in six areas of teacher education, and (3) teaching concerns, upon completion of student teaching. Instruments designed to assess the effectiveness of an undergraduate teacher education program and to identify teaching concerns were administered to 237 students. The results of multivariate analyses of variance, transfer (yes/no) by level (elementary/secondary), indicated nonsignificant transfer, level, and transfer-by-level effects for the "importance" ratings. However, significant level effects were found for both the "preparation" ($p=.002$) and "concern" ($p=.005$) ratings. Three were found to be important discriminators between the elementary and secondary students. The elementary education students rated their preparation to be higher in the areas of instruction, classroom management, and instructional planning than did the secondary education students. Surprisingly, however, the elementary education students indicated greater concern about the impact of their teaching, the school climate, acceptance by students, and their classroom performance than did the secondary education students.

10:00 a.m. - 10:50 a.m. SPECIAL EDUCATION (Discussion)..Pontalba

Presider: Thomas W. Mize, Northeast Louisiana University

Presenters: "A STUDY OF COLLABORATION BETWEEN SPECIAL AND REGULAR ELEMENTARY EDUCATION TEACHERS"

Qaisar Sultana, Eastern Kentucky University

The Least Restrictive Environment (LRE) mandated by a federal law requires close cooperation between regular and special education teachers of mainstreamed students. The LRE concept is being implemented largely through a collaboration model.

This study, conducted in fall, 1989, examined the extent to which regular education teachers of mainstreamed students: (1) were involved in the development of individualized education programs (IEPs), (2)

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were privy to IEPs, (3) interacted with special education teachers, (4) received help from special education teachers, and (5) were team taught with special education teachers.

The data were collected in individual interviews with 119 randomly selected teachers representing 60 elementary schools in 27 counties of Kentucky. Responses were recorded on a specially designed questionnaire.

Data analysis indicated that 50% of the teachers were not consulted prior to physical mainstreaming of students. Input in IEP development was provided by 18%, and 54% had a minimal of contact with special education teachers. There was no team teaching. Occasionally, informal collaboration occurred. No relationship was found between teachers' level of education or teaching experience and the degree of collaboration. Results of this study indicated that only a minimal level of collaboration is occurring between elementary special and regular education teachers.

"INTERVENTIONS USED BY TEACHERS IN REGULAR AND SPECIAL EDUCATION CLASSROOMS"

Patricia F. Doerr, Merikay M. Ringer, Jean H. Hollenshead, and Georgia B. Wills, Louisiana State University, Shreveport

Researchers have investigated different variables involved in the implementation of interventions in the classroom. Results suggest different factors, such as teachers' perception of control, amount of time required to implement the invention, and type of intervention proposed, affect the implementation of interventions. No research has investigated the types of interventions teachers actually use in the classroom for academic problems.

Two studies surveyed a combined national stratified random sample of 2,000 regular and special education teachers. An instrument, the BAIS, developed for the first study and modified for the second study, asked what types of classroom academic problems teachers experience most frequently. Data from the two studies were analyzed to determine types of interventions used based on problem specified, teaching experience, sex of teacher, grade, and whether the teacher was in regular or special education. Implications will be discussed.

"GRADUATE PROGRAMMING IN SPECIAL EDUCATION: THE PAST, PRESENT, AND FUTURE"

James E. Whorton, University of Southern Mississippi, and David L. Naylor, Kathleen R. Atkins, and James C. Mainord, University of Central Arkansas

There continues to be a shortage of trained and certified special education personnel as we move into the decade of the 1990's. This study constituted an effort to document the current status and extent of graduate-level training in two southern universities. This investigation focused on a review of nearly 1,000 applicants seeking admission to graduate training programs in Special Education at two southern universities during the decade of the 1980's.

Data maintained at the departmental or graduate school level were collected and were analyzed utilizing the following variables: sex, race, graduate level of application (master's, specialist's, or doctoral), decision made (accepted, conditional, deny), GPA, GRE Verbal, Quantitative, and Total GRE, Miller Analogies Test score, and/or National Teacher Examination Core Battery score, date of application, program begun, and program finished.

Data were analyzed in total, and year by year, utilizing SPSS-X. The results are presented in graphic and narrative formats. The implications are discussed relative to the 1990's, and perhaps even more importantly, as we prepare to enter the 21st century.

"THE VANISHING MILDLY RETARDED STUDENT"

Julia H. Carskadon and Stephen J. Obringer, Mississippi State University

Over the last decade, the number of children in public schools identified as mildly mentally retarded has shown a 20% decrease. At first glance, one may be pleasantly surprised and believe that significant medical advances or preschool intervention programs are responsible for this dramatic drop. However, the state of Florida alone has recently declassified 44% of its mildly retarded school-age population. Concurrently, the number of school-age children in specific learning disability (SLD) programs has dramatically risen from 1% in 1968 to over 4.5% in 1987.

One can only speculate on where and if these mildly retarded students are currently being served: are they in other special education programs, alternative programs, or are they fully mainstreamed? The position of this paper suggests that there has not been a dramatic decrease in the prevalence of mildly retarded students, but rather that these students have been comingled with other student populations without a proven research basis for this action.

10:00 a.m. - 10:50 a.m. STUDENT ASSESSMENT (Discussion)..Ursuline

Presider: William A. Spencer, Auburn University

Presenters:

"PLANNING AND EVALUATING PRESCHOOL SCREENING AND ASSESSMENT PROGRAMS"

Patti L. Harrison, University of Alabama, and Joe Olmi, Mississippi State University

Schools and agencies who provide intervention services for preschool children with possible handicaps or developmental delays must systematically plan screening and assessment programs. The programs often focus only on determination of which children may be eligible for services. However, screening and assessment should be consistent with the goals of preschool intervention and should culminate in implementation of individualized intervention plans and monitoring of program effectiveness. The purpose of this position paper is to describe guidelines for incorporating screening and assessment into a sequential and comprehensive model of preschool intervention services.

The paper describes each step of intervention service, from case finding through program monitoring and evaluation, and the role of effective screening and assessment in service delivery. Emphasis was placed on evaluating the practical and psychometric qualities of instruments and using an ecological approach to plan all services for preschoolers who are at risk. Results from a longitudinal study investigating the validity of several developmental instruments were summarized in the paper to illustrate the use of decision theory in evaluating preschool screening and assessment programs. The paper concludes with a discussion of the domains of development and family functioning that can be addressed during assessment and intervention.

"WHAT TEACHERS NEED TO KNOW ABOUT ASSESSING STUDENT ACHIEVEMENT: APPLICATIONS OF THE NEW NCME, AFT, AND NEA STANDARDS"

Judith A. Burry, University of Alabama

In the spring of 1990 the Standards for Teacher Competence in Educational Assessment of Students were published based by the committee chaired by James R. Sanders representing the American Federation of Teachers (AFT), National Council on Measurement in Education (NCME), and the National Education Association (NEA). Standards were based on the actual needs of the classroom teacher. It took three years for the committee to develop these standards. The associations subscribe to the view that students' assessment is an essential part of teaching and that good teaching cannot exist without good students' assessment. "Assessment is defined as the process of obtaining information that is used to make educational decisions about students; to give feedback to the student about his or her progress, strengths, and weaknesses; to judge instructional effectiveness and curricular adequacy; and to inform policy.

This paper outlines a college course suitable for graduate level education or inservice that is based upon the current standards. Much of what was taught in these courses in the past was not been appropriate when it came to the day-to-day assessment activities of the classroom teacher. This course was designed to integrate five target areas of achievement: knowledge, thinking, behavior, product, and affect in three basic types of assessment: paper pencil, performance assessment, and personal communication. Applications of the five target areas were covered for all three types of assessment. Hands-on activities involved having the teacher use his/her own classroom materials for projects. Daily journal entries were used to integrate course material with the teachers' needs.

"COMPARISON OF STATEWIDE NRT AND CRT TEST RESULTS - GRADE 10"

Jeffrey Oescher, University of New Orleans, and Rebecca Christian and Sam Pernici, Louisiana Department of Education

This study compared scores on the norm-referenced California Achievement Test (CAT) and the criterion-referenced Louisiana Educational Assessment Program Test (LEAP) at grade 10.

Data from parishes where CAT and LEAP tests were part of the regular testing program were collected and matched (95.4%) across tests. Stratified sampling on ethnicity resulted in a sample of 8,466 records.

The data were analyzed at three levels: (1) the comparative nature of the composite and subscale scores was examined, (2) equations predicting CAT scores from LEAP scores examined LEAP performance standards in terms of CAT scores, and (3) equations for predicting LEAP scores from CAT scores predicted LEAP pass/fail status from CAT scores.

All analyses used composite scores. Moderate levels of predictability were observed for all regression equations. Predicted CAT percentiles associated with the LEAP performance standards ranged from 38 to 46. Misclassification rates for predicting LEAP pass/fail status were approximately 16%.

The study concluded that comparisons across the tests were problematic. It was difficult to clarify LEAP pass/fail scores with CAT scores or to use CAT to predict LEAP pass/fail status. The levels of uncertainty associated with these comparisons should be evaluated in terms of the consequences of the decisions being made.

"RELATIONSHIPS BETWEEN APTITUDE AND ACHIEVEMENT TEST SCORES AND FINAL GRADE IN INTRODUCTORY CHEMISTRY"

Richard S. Myers and B. Jane Greever, Delta State University

Many students come to college chemistry courses poorly prepared. In order to provide better counseling for remedial or preparatory work, it is useful to know what factors might predict final grades in introductory college chemistry.

In an effort to predict success in chemistry, a study was conducted among 52 students who enrolled in second semester chemistry at Delta State University. All students were majoring in science, engineering, or health-related fields. American College Test (ACT) scores were available when students entered the University in the fall semester. The American Chemical Society (ACS) "California Chemistry Diagnostic Test" was administered during the first week of classes. The ACS "First Term Examination" was administered during the last week of the first semester, and "Examination in General Chemistry" during the last week of the spring semester.

The average composite ACT score for students earning an A was 28.0; B, 25.8; and C, 21.1. No student making below 15 earned a C or better. However, the ACS examination scores were more strongly correlated with the final grade than the ACT scores. It appears that the ACS examinations may be used to predict degree of success in the general chemistry course.

11:00 a.m. - 11:50 a.m. MICROCOMPUTERS (Display) .... Iberville

Presenters:

"A METHOD TO INCORPORATE INSTRUCTIONAL THEORY AND HYPERMEDIA INTO CAI DEVELOPMENT"

John V. Dempsey, Susan A. Tucker, and Gray Prewitt, University of South Alabama

Even at the graduate level, courses which are intended to enable trainees to develop computer-assisted instruction (CAI) reject a theory-based approach to courseware development and focus solely on mastering the technical aspects of the medium. Targeting on excellence, we chose to implement a team-teaching approach using a variety of methods which incorporated interaction with the computer from the first day of class.

The proposed display session will illustrate the efforts to achieve the following: (1) provide students with an adequate foundation to systematically design computer-based instruction that includes goal analysis, learning task analysis, development of objectives and test items, instructional strategy scripting, and lesson flowcharting, (2) develop a database of frequently-used hypermedia routines which might be easily incorporated by novices into CAI programs, (3) furnish instructor-designed and developed "best example" CAI modules, (4) catalogue a networked library of student examples, and (5) prepare interactive lecture notes that could be viewed by students before, during, or after classes or printed out to a paper form.

In addition to the above, the session will highlight the strengths and weaknesses of our nontraditional instructional methods. A primary intent is to discuss the implications of our efforts to train novice courseware developers in an innovative approach to learning.

"FOREIGN LANGUAGE INSTRUCTION: A DEMONSTRATION OF THE USE OF MICROCOMPUTERS IN THE FRENCH CLASSROOM"

Michele G. Jarrell, University of Alabama

This presentation will demonstrate the use of a teacher-developed program using Linkway on an IBM microcomputer. The program was designed to provide remedial help for the beginning student of French. Each student followed simple instructions to proceed through the program at his or her own pace and was able to repeat any portion of the program. The program consisted of several notebooks which contain pictures and text providing practice with numbers, weather expressions, idiomatic expressions, and colors. There were also corresponding flashcard notebooks which provided practice with the concepts presented.

Preliminary evaluation indicates that the program was simple enough for students to use on their own. The program was designed with junior high students as the target population, but results show that elementary students were also capable of using it to advantage and that even junior college students derive benefit from its use.

"AN APPLICATION OF AN INTERACTIVE COMPUTER AUTHORING SYSTEM"

Anna C. McFadden and James E. McLean, University of Alabama

The purpose of this display session is to demonstrate how a microcomputer interactive authoring package can be used in conjunction with an animation package for visual displays. The presentation is on an IBM PS/2 Model 50 microcomputer using a Victor VGA monitor and mouse. It demonstrates the uses of animation, branching, and termination screens, with user interaction.

This specific presentation provides a description of a large interdisciplinary department including degree offerings, faculty (including digitized pictures), and supporting information. Users are able to select from various menus to see program requirements, faculty interests, pictures of faculty, and degree offerings. The same computer and software configuration could also be used to assist classroom teachers in presenting material, administrators by relieving staff from handling routine inquiries, and for direct learning by students.

"DOES COMPUTER SCREEN COLOR EFFECT READING RATE?"

Carolyn S. Clausing, Jefferson Parish (LA) Public School System, and Dorren R. Schmitt, EDCOM

The use of computers in schools has more than tripled in the 1980s. These computers are being used as much for instructional lessons as programming. Many of the current instructional programs use color to highlight text or make the lesson more interesting. The study question was: Are certain color combinations easier to read than other combinations?

This study investigated the differences in reading rate of eighth-grade students on a cloze reading exercise involving the reading of text from several different modes of presentation. The study was designed to determine optimal electronic screen background and foreground color.

The subjects were selected from computer literacy classes in seven schools located in a large suburban area and were randomly assigned to one of four treatment groups. A one-way ANCOVA was used to analyze the data. The independent variable was the length of time it took the student to read the cloze reading passage.

11:00 a.m. - 11:50 a.m. MSERA PROPOSAL WRITING (Training)....................................Bonnet Carre

Presenters: "HOW YOU CAN ENHANCE THE PROPOSAL REVIEW PROCESS"

Robert L. Kennedy, Western Kentucky University

Each year, two to three hundred proposals for the MSERA annual meeting are submitted and reviewed. Some of the proposals are carelessly prepared and/or lack required materials, thereby delaying the review process for everyone. There are also occasional questions about preparing proposals which may not be explicitly addressed in the instructions. This training session is designed to respond to these questions and to explain how to more effectively prepare and assemble MSERA proposals. In addition, the reviewing procedures, including the evaluation form, will be discussed. The trainer for the session is the 1990 Program Committee chair.

11:00 a.m. - 11:50 a.m. SCHOOL-BASED DECISION MAKING: IMPLEMENTATION EFFORTS, DECISION-MAKING STYLES, SCHOOL AND CLASSROOM CLIMATE DATA, AND TEACHER EMPOWERMENT STUDIES (Symposium)..Bienville

Organizer: Thomas C. Valesky, Memphis State University

Presenters: "OVERVIEW"

Thomas C. Valesky, Memphis State University

School-Based Decision Making (SBDM) has become a very popular method of school administration in the last decade for two reasons: the importance ascribed to SBDM by research on school effectiveness, and the professed effectiveness of SBDM reported in education reform literature concerned with deregulation, decentralization, and teacher empowerment. SBDM is implemented using a wide variety of strategies to increase the decision-making authority and accountability at the individual school level. Although much has been written about SBDM, there is little empirical research confirming its effectiveness.

This symposium will present research conducted in seven schools serving "at-risk" student populations. These studies examine the implementation of SBDM, the nature of decision-making, and school and classroom climate in schools where SBDM has been initiated. In addition, data from a national study of teacher empowerment and building-level autonomy with similar "at-risk" populations will be presented to broaden the perspective and discussion concerning SBDM. Suggestions concerning further analysis of data and future research studies will be solicited from the audience.

"CONTROL, COMMUNICATION, COMPREHENSION: KEY FACTORS AFFECTING SUCCESSFUL IMPLEMENTATION OF SBDM IN THE TAAPT PROJECT"

Carol P. Etheridge, Neely Brown, and Mary Lee Hall, Memphis State University

Teachers, Administrators, And Parents Together (TAAPT) is the basis of School-Based Decision Making (SBDM) strategies for school reform in seven inner-city schools. This paper examines field data collected over 14 months as these seven urban schools established SBDM. Constant cross-site comparisons of administrative styles, teacher relationships, training, integration of parents on school councils, and other coalescing factors lead to explanations of the varied style and degrees of SBDM implementation.

"ANALYSIS OF DECISIONS IN SCHOOL-BASED DECISION MAKING"

Dianne Horgan, Memphis State University

An analysis was completed of the decisions made by School-Based Decision-Making site councils in seven schools organized under SBDM. Observers coded key aspects of the decisions for quantitative analyses. From these analyses, standard attributes of the decision-making situations were identified. This presentation will describe the coding scheme and preliminary data analysis of continuing inquiry, the goal of which is to develop prototypical decision-making cases. Training materials will be developed from these prototypical cases and from analyses of the decision-making process.

"SCHOOL CLIMATE, CLASSROOM CLIMATE, AND SELF-CONCEPT AS A LEARNER: RESULTS FROM THE IMPLEMENTATION OF SCHOOL-BASED DECISION MAKING"

Thomas C. Valesky, Dianne Horgan, and Dennie L. Smith, Memphis State University

Three survey instruments were administered in seven schools after the first year of planning for the implementation of School-Based Decision Making (SBDM). All instructional staff, support staff, site administration, and parent/community members on each of the school's governing councils were requested to complete the Tennessee School Climate Questionnaire, containing 49 items which make up seven scales, or dimensions, of school climate. Students in grades four, seven, and ten completed the Tennessee Classroom Climate Inventory, containing 44 items forming eleven scales. Students in grades five, eight, and eleven completed the Self-Concept as a Learner Student Questionnaire, containing 44 items with four scales.

Data from the three instruments were analyzed using overall and scaled scores and were compared with statewide norms based on a sample of 41 schools. Results were found to vary by school, based on an analysis of successful implementation practices of SBDM as determined in the Etheridge, Hall, and Brown study presented in an above abstract.

"TEACHER EMPOWERMENT AND THE AUTONOMY OF PRINCIPALS IN SCHOOLS WITH AN AT-RISK STUDENT POPULATION"

Sam Lucas, Memphis State University

This study determined the status of teacher empowerment and building-level autonomy of principals in schools with an at-risk student population. A national random sample of 2,500 teachers and 2,500 principals of schools serving at-risk students was questioned concerning the amount of building-level autonomy and teacher empowerment on several school operational issues. The results and implications of this research relative to authority at the school level, learning environment for the at-risk, academic achievement, and teacher performance will be discussed in this presentation.

11:00 a.m. - 11:50 a.m. INSERVICE (Discussion) .... Cabildo

Presider: Ty J. Handy, Memphis State University

Presenters:

"A SURVEY OF ATTITUDES TOWARD STAFF DEVELOPMENT"

Gloria Richardson and Gary J. Benton, Mississippi State University, Meridian

Staff development is a widely practiced effort to ensure quality education for students in most states. Offerings vary widely and teachers frequently voice both negative and positive opinions of the quality of their experiences in staff development. At present no validated instrument exists for the purpose of measuring attitudes toward staff development.

This study illustrated an effort to construct an instrument to measure the attitudes of faculty, administrators, and staff members toward their staff development programs. The 44-item survey was administered to 64 respondents during May 1990. The population was the school districts participating in the East Mississippi Center for Educational Development, a 21-district effort to meet educational reform requirements and to improve teaching.

The Cronbach alpha coefficient was .6954. The standardized-item alpha was .7367. As a result of this analysis, it was determined that the instrument was a reliable measure of staff development attitudes. Analysis of variance completed the comparisons for demographics: age, gender, level, experience, and position.

"EXPERTISE IN TEACHING"

Nancy N. Crews, George Peabody College for Teachers of Vanderbilt University

The purpose of this study was to formulate a definition of the expert teacher, to develop from this definition a model of expertise in teaching, and to discover the process(es) by which expertise in teaching is developed.

Twenty-one Teachers of the Year in this country responded to a two-part survey instrument. Part I contained six open-ended questions relating to expertise in teaching and how it is developed. Part II contained research statements on expertise in teaching followed by two questions concerning where and how these specific factors should and/or could be learned.

The expert teacher possesses specific personal attributes, knowledge of students and classroom-related factors, professional growth ambitions, and philosophical beliefs. Identified as what should be learned through classroom experience were teaching and student factors, classroom management, teacher development, and teacher knowledge concerning students. Identified as what should be learned through teacher preparation programs were planning and methods of implementation, specific coursework, student knowledge, classroom management, and role of the teacher.

"TEACHER BURNOUT IN DIVERSE ELEMENTARY SCHOOL ENVIRONMENTS"

Less D. Twillie, Memphis City (TN) Schools, and John R. Petry, Memphis State University

Do teachers in a more supportive educational environment exhibit less burnout than do teachers in a less supportive educational environment? Two groups were selected from each environment to respond to a 28-item questionnaire, scored on a Likert-type scale from "Strongly Agree" to "Strongly Disagree." An open-ended section provided an opportunity to indicate the extent to which burnout occurred.

Hypotheses tested related to differences in teacher burnout between target schools and among teachers within each type of school. Though the first hypothesis was accepted, significant differences occurred on items about parental support, public attack on schools, administrator support, and effective internal communication. The second hypothesis was accepted for one school but was rejected for the other. Items of significance related to professional development and being held accountable for work.

Data analysis included a t-test, significant at .05. Randomly selecting the schools, using the entire sample of teachers within the schools, and calculating "F" statistics enabled the investigator to meet the assumptions of the t-test. A chi-square was also used.

Conclusions indicate that teacher burnout exists in elementary schools regardless of environment. Data provided information for workshops to combat teacher burnout and reward mechanisms that could be established to combat burnout.

"CONTINUING PROFESSIONAL LEARNING ORIENTATIONS OF ELEMENTARY, MIDDLE, AND HIGH SCHOOL TEACHERS"

Russell F. West and Ernest L. Bentley, Jr., East Tennessee State University

In recent years there has been an increased emphasis on the continuing learning activities of professionals. The Oddi Continuing Learning Inventory (OCLI) is one instrument that has been developed to identify self-directed continuing professional learners. This 24-item instrument was designed to measure personality characteristics of self-directed continuing learners and identify individuals whose learning behaviors demonstrate initiative and persistence in learning over time using a variety of learning modes.

Instruments were sent to 37 elementary, middle, and high schools across the state of Tennessee. A total of 810 surveys were returned from 30 schools. Principal components analysis was used to explore the dimensionality of the scale. Three principal components accounted for 51% of the total variance in the responses. These components were labeled: (1) self-confidence in ability, (2) reading enjoyment, and (3) ability to self-evaluate. Factor scores were calculated from rotated factors.

Differences were examined between elementary, middle, and high school teachers. Further analyses were conducted by age and amount of professional experience. The theoretical structure underlying the OCLI will be discussed and suggestions made for improving the instrument.

11:00 a.m. - 11:50 a.m. TEACHER EDUCATION (Discussion)..Pontalba

Presider: Shirley Becnel, Jefferson Parish (LA) Public Schools

Presenters: "PERSONALITY FACTORS OF ELEMENTARY AND SECONDARY TEACHERS"

Beatrice Baldwin, Edith Slaton, Martha Head, and Jeanne Burns, Southeastern Louisiana University

At the national and state levels, recent discussions on raising standards for the selection of teacher education candidates have focused on academic criteria. Research has indicated, however, that numerous factors influence teaching performance, including non-academic traits such as personality attributes, self-concept, commitment to teaching, and gender. This study compared the personality characteristics of elementary and secondary preservice teachers. Such investigation provides valuable information for teacher recruitment and the advising of teacher education candidates.

Over 150 preservice teachers (elementary education and secondary education majors) completed a demographic survey and the 16 PF. The 16 PF contained 187 items designed to measure 16 dimensions of personality: reserved/outgoing, mental capacity, ego strength, dominant/submissive, surgency, superego strength, inhibition, sensitivity, trust, imagination, social awareness, self-assurance, traditional/conservative, self-sufficiency, self-discipline, and ergic tension. Results from analyses of variance indicated that elementary and secondary preservice teachers differ on personality attributes related to interpersonal skills and perceptions of self. In addition, some gender X attribute interactions were significantly different between the two groups.

Knowledge about the personality characteristics of teachers may be critical to the success of prospective teachers. The discussion section of this paper focuses on how such information may be used for identifying and selecting teacher education candidates.

"COMPARISON OF CAREER LADDER/PRESERVICE TEACHERS WITH STRONG INTERACTIVE QUALITIES TO OTHER EDUCATORS ON THE AFFECTIVE VARIABLES OF THE CANFIELD LEARNING STYLES INVENTORY"

E. C. O'Neal and Pamela C. Kirk, Mississippi State University

The problem in the study was to compare career/ladder and preservice teachers with stronger interactive qualities of people and peer traits with other educators on the 17 affective variables of the Canfield Learning Styles Inventory. The sample consisted of 93 teachers who participated in a staff development workshop and 71 teacher education students enrolled in professional sequence courses at Mississippi State University. These subjects were grouped according to their combined scores on peer conditions and people interest. Group 1, consisted of subjects below the mean and was the group judged to have stronger interactive qualities. In Group 2, the other educators had a combined score above the mean. The instrument used was the Canfield Learning Styles Inventory.

The discriminant analysis revealed that eight of the 17 variables discriminated significantly. Fifty-six percent of the variance in scores was explained by knowledge of group classification. The factors contributing to this analysis were: organization, goal setting, competition, authority, numeric, qualitative, inanimate, and iconic. The grouped cases were correctly classified with 88% accuracy.

Current educational literature is supportive of the value of interactive instructional strategies and teachers who possess these personal qualities. This study revealed information pertinent to differences in the learning styles of interactive teachers when compared to other educators.

"STRATEGIES FOR INSTRUCTING CULTURALLY DIVERSE STUDENTS"

William A. Person and Neil G. Amos, Mississippi State University

Among the important issues facing teacher education reform is the critical challenge to meet the needs of all students in our schools. Major reform documents (AACTE, NCATE, etc.), policy statements, journal articles, and philosophical positions have articulated the need to serve the culturally diverse student populations. All teachers will face this challenge and will need to understand the backgrounds, needs, and experiences which will help them professionally. Past success stories and failures will be presented in this session together with those of the participants attending the session. A discussion of their suggestions for restructuring teacher education to meet the needs of culturally diverse students will be an integral part of the session.

"THE EFFECTS OF A POST-BACCALAUREATE TEACHER EDUCATION PROGRAM ON THE RETENTION AND SUCCESS OF SECONDARY SCHOOL TEACHERS"

Amy P. Dietrich, Memphis State University

National concern regarding teacher training and retention has resulted in the adoption of post-baccalaureate teacher training models. In 1985, Memphis State University adopted a post-baccalaureate Master of Arts in Teaching program (MAT) to train secondary teachers. The purpose of this study was to investigate retention rate, attitude towards the program, conditions in the workplace, and perceptions of professional skills.

Questionnaires were returned by 32 of the 43 MAT graduates from 1986 and 1987. Configuration of the MAT program, thesis, and conditions in the workplace were rated using a Likert scale. Open-ended questions dealt with MAT strengths and weaknesses. Interviews focused on patterns of success and failure.

The 1987 graduates were significantly more positive about the MAT program (p=.007). A similar positive trend was noted concerning conditions in the workplace (p=.06). Both groups listed internship, mentoring, and cohort as positive aspects. Positive experiences generally dealt with accomplishments of individual students. Negative experiences focused on school administrators or professional weaknesses. Retention rate was 79%.

These results support the effectiveness of a post-baccalaureate model. Recommendations of these graduates should be utilized during program development. A longitudinal study of graduates will be continued next year with the inclusion of 1988 graduates.

11:00 a.m. - 11:50 a.m. STATISTICS AND TESTS (Discussion) .... Ursuline

Presider: Lee Napier, Jackson State University

Presenters: "A DESCRIPTIVE COMPARISON OF TEST ITEM STATISTICS FROM ITEMS UTILIZED IN AN ITEM PILOT, FORM PILOT, AND LIVE ADMINISTRATIONS OF THE ALABAMA HIGH SCHOOL GRADUATION EXAMINATION: THE 1990 UPDATE"

D. Joyce Steele, University of Alabama

The problem or purpose of this study was to validate the test development procedure for the Alabama High School Graduation Examination (AHSGE) by comparing the difficulty level and the discrimination index of common test items on the initial item pilot, the test booklet form pilot, and the 14 live administrations.

The summary of methods included a descriptive comparison of statistics for pilot data, two form pilots, and 14 live administrations of the AHSGE. The difficulty level and discrimination index were computed for the items on each pilot and live administration. This study describes the continuing trend for the total test and each competency.

The results of the study demonstrated the stability of the difficulty level' and discrimination index of common items from pilot administrations to the live administrations. This validation of stability was essential because the test development procedure and the pass score were based on pilot data.

The conclusions of the study were that the difficulty level and discrimination index were consistent from pilot administration to the live administration of the AHSGE. As in earlier studies the results of this study support the validation of the test development procedure used for the AHSGE.

"ANALYZING MESSY DATA WITH THE SAS GENERAL LINEAR MODEL PROCEDURE"

James E. McLean, University of Alabama

Even in the best planned studies, missing data and empty cell problems do occur. In other situations, it may be impossible to implement a study with a balanced design. Proceeding with analyses and ignoring these problems can lead to erroneous conclusions. The purpose of this paper is to demonstrate how the SAS General Linear Model (GLM) Procedure can be used to simplify the analysis of problem data.

The appropriate analyses of various non-standard designs are examined with unequal sample sizes and even empty cells. Methods of reparmeterizing the GLM to accommodate the analyses are presented along with how the four types of sums of squares are interpreted. An application of robust ANOVA procedures suggested by Anderson and Huber is also presented. A method of determining the meaning of the model parameters in terms of group and cell means is described as well as how to use linear contrasts to test appropriate main effect, simple effect, and follow-up hypotheses. Example problems, data, and SAS codes, including macros for the Anderson and Huber procedures, are provided to illustrate the techniques.

"INTERRATER AGREEMENT INDICES FOR PERFORMANCE ASSESSMENT"

Judith A. Burry and Brad S. Chissom, University of Alabama, and Dale G. Shaw, University of Northern Colorado

Internal consistency measures are critical for understanding the degree of dependability of a measure of behavior. Traditionally in measurement, indices of reliability have been calculated using a specific form of the omnibus Cronbach Alpha formula. These formulas are based upon the theoretical premise that a true score can be estimated from an observed score. This theoretical premise is not appropriate for what has traditionally been called interrater agreement (Crocker and Algina, 1986). Interrater agreement refers to the degree to which two raters agree on the performance of an individual. The end result is not interpretable as a true score estimate (Burry, Chissom, and Shaw, 1990). However, the end result is important and crucial to performance assessment.

Reliability measures can be obtained for performance assessment results which are calculations of variance components which require an extensive knowledge of statistics and measurement. Often individuals who are involved with performance observations do not have the background to do the calculations for determining reliability. Interrater reliability is calculated using a Pearson product-moment correlation and may even be too ambitious a project for some individuals. This paper proposes a less sophisticated approach for establishing the degree of agreement between two raters. A rater difference (RDI) can be calculated for rating performance behavior having k points or intervals. A total RDI can also be calculated. If norm data are available, the same basic equations can be used to calculate an absolute index.

Results using these methods suggest that these formulas are a much easier and sufficient way of obtaining an index of interrater agreement on performance measures.

"DON'T WORRY; BE HAPPY: USE NONPARAMETRIC METHODS WITHOUT LEARNING NEW STATISTICAL TESTS"

David T. Morse, Mississippi State University

Many times in educational research data are collected which do not conform well to the assumptions for the common parametric methods. Recent developments in the area of rank-based statistical methods offer relief to researchers who might question the suitability of parametric statistical tests for their data.

Work by Puri and Sen and Conover and Iman offers researchers the comfort of using their favorite analysis methods by simply using rank-ordered data in usual, parametric methods such as the t-test. Both for univariate and multivariate data sets, this conceptually simple approach has been shown analytically and empirically to function quite well. However, the respective methods do differ.

Both procedures are discussed and examples are given of how univariate and multivariate tests would be set up, executed, and judged for significance. Recent investigations of the power and true Type I error rate of the methods are also discussed.

The procedures described in this paper offer the researcher viable ways of investigating comparable questions without having to worry so much about the assumptions. Given the simplicity and broad applicability of the methods, researchers can easily incorporate them into their repertoire of data analysis procedures.

12:00 p.m. - 12:50 p.m. RESEARCH METHODS (Displays) .... Iberville

Presenters:

"A PHOTO-INTERVIEWING EPISODE INVOLVING THE CHANGING CULTURE OF THE CLASSROOM"

John V. Dempsey, Susan A. Tucker, Susanna J. Salter, and Burton Kilgore, University of South Alabama

Photo-interviewing offers much promise in collecting holistic and consistent samples or records of critical phenomena. The function of all analysis is to find patterns. To identify patterns, photo-interviewing uses photographic tracking and selective responses to "peaks of information" when and where they happen. This is a flexible approach that can collect, as well as schedule, unpredictable, behaviors in training and follow-up contexts.

This display will present an application or "episode" of photo-interviewing. The episode involved a comparison of process and support variables as well as anecdotal information pertaining to outcomes in two graduate-level educational psychology classes. One class was taught in a traditional classroom environment, whereas, the other used a computer laboratory for all class sessions and actively incorporated Hypermedia in the learning process. Photographic evidence gathered during the episode was used in a structured interview environment to foster overt responses and reactions of stakeholders using a five-phase technique developed by the two senior authors.

The session exhibit will present an overview of the goals of the investigation, photographic and other supporting data, an illustrated explanation of the phases of the process, and findings.

"USING REPERTORY GRIDS IN CONSTRUCT ANALYSIS"

John E. Owens, University of Alabama

Personal construct theory was developed by George Kelly in the 1950's as a theoretical framework for exploring the conceptual structures with which individuals interpret events. The theory has received considerable attention in Britain over the ensuing years and, lately, with the advent of personal computers, has enjoyed a surge of interest in this country. Repertory grid techniques were developed by Kelly as a tool for eliciting and analyzing subjects' construct systems.

Repertory grids have been applied in a wide range of research, from clinical psychology to teacher education and classroom behaviors. They provide a dynamic picture of personal and intellectual development viewed as the result of deliberate, interpretative acts on the part of the individual.

The purpose of this session is to outline the basic tenets of personal construct theory and describe the repertory grid process through which constructs may be elicited and analyzed. Examples will be provided based on the presenter's past and current research into preservice secondary mathematics teachers' constructs of mathematics and mathematics teaching. Individual and group elicitation and analyses are discussed; references to other relevant studies and sources will be provided.

"A MODEL FOR PREDICTING STUDENTS' SUCCESS ON NTE SPECIALTY AREA EXAMINATIONS"

Joseph E. Justen, III, Emilio Perez, and John R. Slate, Arkansas State University

In recent years, falling standardized test scores of high school students have focused attention on teacher education programs and on the quality of students pursuing careers in teaching. In response, states have increased program requirements, such as higher GPAs and higher scores on standardized tests (e.g., PPST, NTE). In Arkansas, teacher education graduates must meet established cut-off scores on the NTE, and if fewer than 75% of graduates pass the NTE, then the program is placed on probation with the possibility of termination. Obviously, teacher education programs must become more selective in recruiting candidates or they run the risk of probation/termination.

This paper addresses a model (field-tested at Arkansas State University) that was developed to predict the success of communicative disorders of graduate students on the NTE Speech Pathology Specialty Area Examination. Cross-tabulations and regression analysis indicated that a GPA of 2.75 and a CORE score (NTE battery score) of 1950 were highly predictive of success on the NTE specialty exam.

In summary, this paper provides teacher education faculty with an empirically tested model to determine program entrance criteria that predict success on specialty area examinations.

12:00 p.m. - 12:50 p.m. VIDEOTAPING A SEMESTER-LENGTH GRADUATE COURSE FOR A DISTANCE EDUCATION PROJECT: PROCEDURES, PROBLEMS, AND PITFALLS (Training)... ....Bonnet Carre

Trainers: Darrell Beauchamp and Robert Logan, University of Central Arkansas

The distance education telecourse project in the Department of Speech Pathology at the University of Central Arkansas presented a unique opportunity to identify strengths and weaknesses as well as problems and possible solutions in an undertaking of this type. The presentation/training session will present the insights gained by videotaping the first of three graduate-level distance educational courses during the 1990 spring semester at U.C.A. The project involved two departments within the College of Education at the university (the Department of Speech Pathology and the Department of Educational Media and Library Science), four student production assistants, and one graduate assistant.

The purpose of the training session is to educate the participants in the possibilities of planning such projects at their institutions and to provide them with experientially obtained data, observations, and procedures. It is hoped that such information will allow those planning similar projects to avoid pitfalls, minimize weaknesses, and maximize the strengths of semester-length videotaped telecourses.

Topics to be discussed in detail include: staffing, budgeting, minimal equipment needs, student concerns, environmental studio considerations, cooperative agreements between departments, and distribution of final product. Examples from the finished UCA product will be shown and discussed.

12:00 p.m. - 12:50 p.m. FOUR LESSONS FOR TEACHING UNDERGRADUATES TO THINK IN EDUCATIONAL PSYCHOLOGY (Symposium) .... Bienville

Organizer: Asghar Iran-Nejad, University of Alabama

Discussants: Carl Cecil, University of Alabama, and Carl R. Martray, Western Kentucky University

Presenters: "OVERVIEW"

Asghar Iran-Nejad, University of Alabama

Undergraduate classes are often conducted in a lecture/presentation format. A well-organized presentation exposition often follows an outline similar to those provided by textbook manuals and consists of verbal definitions, explanations, examples, questions, demonstrations, and summaries. There is little effort to teach students to think about what they are expected to learn. For instance, referring to his well-known Taxonomy of Educational Objectives, Benjamin Bloom stated in a recent article that "After the sale of over one million copies of the (book) . . . and over a quarter of a century of (its) use . . . our instructional material, our classroom teaching methods, and our testing methods rarely rise above the lowest category of the taxonomy: knowledge."

Recent developments in research in educational psychology and in teacher education indicate that this practice is inadequate. This is particularly true of educational psychology classes enrolling student teachers, who are expected to become reflective practitioners who facilitate learning. The presentations in this symposium discuss, and report preliminary data on, instructional modules and/or methods designed to teach undergraduates to become reflective thinkers in educational psychology.

"THINKING ABOUT EDUCATIONAL PSYCHOLOGY AS A DISCIPLINE: A TEACHING MODULE"

Asghar Iran-Nejad and Emily S. Smith, University of Alabama

This paper discusses an instructional module for teaching students to think of educational psychology as: (1) a scientific method of inquiry, (2) a body of knowledge consisting of problems and solutions related to learning and teaching, (3) a set of ethical standards for the practice of teaching and research, and (4) a system of communication among researchers, practitioners, and teachers. The module consists of objectives and supplementary materials.

"LEARNING TO THINK ABOUT WAYS TO ACCOMMODATE STUDENT DIFFERENCES THROUGH GUIDED INQUIRY"

Andrea D. Clements, University of Alabama

This paper discusses a guided inquiry method for teaching undergraduates to think about ways of accommodating student differences in their teaching and reports data on the effectiveness of the method.

"A SET OF INSTRUCTIONAL OBJECTIVES FOR LEARNING TO THINK ABOUT THE WHOLE, THE PARTS, AND THEIR INTERACTION IN A LESSON ON INFORMATION PROCESSING"

Anuradhaa Shastri, University of Alabama

This paper describes a set of objectives designed for teaching undergraduates to think about information processing. There are objectives for guiding students to think about the information processing model at the level of the whole (as a coherent Gestalt), at the level of the parts (where various components of the model are examined), and at the level of the whole-part relationships.

"LEARNING TO THINK ABOUT MOTIVATION: A TEACHING MODULE"

Emily S. Smith and Asghar Iran-Nejad, University of Alabama

This paper discusses a module consisting of a set of objectives and supplementary materials to teach students to think about different aspects of motivational theory and research. The module contains objectives and materials to guide students: (1) to elaborate on the intuitive concept of motivation -- especially their own, (2) to become metacognitively aware of their own internal motivational system using a global theory derived from recent research, and (3) to reconceptualize their understanding of existing motivational theories in terms of (1) and (2).

12:00 p.m. - 12:50 p.m. MATHEMATICS (Discussion)..Cabildo

Presider: Evelyn Van Devender, University of South Alabama

Presenters: "A COMPARISON OF THE EFFECTS OF TWO ORAL PROTOCOL INTERVENTIONS ON COLLEGE STUDENTS' ANALYTIC SKILLS: A PILOT STUDY"

G. Joseph Wimbish, Huntingdon College

Many researchers have observed that working together in small groups and that peer tutoring can greatly enhance the learning and mastery of concepts. Recently, studies concerning doing and learning mathematics cooperatively have begun to appear in the literature. This study attempted to show that Peer and Group Oral Protocols (POP and GOP respectively) could be used effectively to improve certain analytic skills of college students.

Volunteers from the student body of a small, private, co-educational liberal arts college in Alabama participated in this pilot study. They were divided into two classes according to their personal academic schedules. One class contained four students while the other contained nine students. Both groups were pretested using the Whimbey Analytic Skills Inventory (WASI). The class with nine students received the POP intervention and the class with four students received the GOP intervention. Both classes were subsequently posttested using a different form of the WASI.

It was found that the class that received the GOP intervention showed no observable improvement ($p=.125$). The class that received the POP intervention showed significant improvement ($p=.000976$). The differences were compared ($p=.03$). At the alpha=.05 level, there was a significant difference in the two interventions with the POP intervention giving the greater change.

"IMPROVING CHILDREN'S ABILITY TO SOLVE WORD PROBLEMS: A REVIEW OF THE LITERATURE"

Barbara A. Lewis, University of Alabama at Birmingham

A review of the literature reveals that the most critical need in mathematics education is to improve problem solving ability. The 1986 results, from the National Assessment of Educational Progress (NAEP) indicated that the third-, seventh-, and eleventh-grade students tested performed moderately well on problems requiring routine computations, but students at all grade levels were weak in conceptual understanding and problem solving (Brown, et al., 1988; Kouba, et al., 1988). In response to this report and similar findings of other studies, the National Council of Teachers of Mathematics has proposed that problem solving should be the major focus of mathematics instruction (Curriculum and Evaluation Standards for School Mathematics, 1989).

The purpose of this presentation is to summarize the findings of studies which examined the effectiveness of various instructional strategies on children's ability to solve word problems. Studies investigating the effectiveness of teaching children to (1) use problem-solving heuristics, (2) make pictorial representations or schematic drawings, (3) engage in verbal "thinking aloud" strategies, and (4) write and solve their own word problems, will be reviewed. Directions for future research will be explored.

"AN EXPLORATORY STUDY OF MATHEMATICAL PROBLEM SOLVING WITH PRESERVICE ELEMENTARY TEACHERS"

Linda K. Griffith, University of Central Arkansas

This descriptive study compared heuristic processes used by preservice elementary teachers classified as more and less effective problem solvers. Three subjects of each type were included in the study. Two sessions were held with each subject. In the first, each subject performed the card-sorting task. In the second, each subject attempted to solve the problems while thinking aloud and then performed the sorting task again. The card-sorting tasks were scored using Silver's system. The think-aloud narratives were coded using the process-sequence coding system created by Lucas, et al.

Major results were: (1) less effective subjects spent more time analyzing problems, had more instances of questioning, and made more errors in deductive processes, and (2) more effective subjects used more modeling and planning processes, and used trial and error more efficiently, and (3) in the second card sort all subjects sorted according to mathematics structure.

The following questions for future research are indicated by these results: (1) Will instruction emphasizing the heuristic processes of analysis, deduction, modeling, planning, and trial and error improve the problem-solving abilities of preservice elementary teachers? (2) Will instruction using card-sorting tasks in conjunction with attempting to solve problems facilitate discovery of mathematical structural relationships?

"DIFFERENCES IN MATHEMATICS ANXIETY IN ADOLESCENTS IN GRADES SEVEN, EIGHT, AND NINE IN A RURAL SCHOOL"

Sherrill Evens, Mississippi State University

Opportunities for students at any level of schooling to become competent and knowledgeable are largely determined by the content and the skills they are taught and the way their instruction is provided. Educators need to be aware of another factor. That factor is anxiety, especially mathematics anxiety. This study examined the differences in mathematics anxiety among seventh, eighth, and ninth graders in a rural school. It was an ex posto facto analysis of mathematics anxiety and grade level.

A total of 83 students participated in the study. There were 48 seventh graders, 18 eighth graders, and 17 ninth graders. The Mathematics Anxiety Rating Scale-A (MARS-A) was used to determine the degree of mathematics anxiety each participant had.

Data were analyzed utilizing analysis of variance. The results revealed that seventh graders have a significantly higher degree of mathematics anxiety than did ninth graders.

The results indicate that educators must develop a program to reduce the degree of mathematics anxiety in the seventh grade. If the degree of mathematics anxiety is not reduced, students will continue to avoid mathematics courses at the upper grade levels.

12:00 p.m. - 12:50 p.m. HANDICAPPED AND TESTS (Discussion)..Pontalba

Presider: Mary N. Ayers, Tennessee Tech University

Presenters: "APPLICATION OF RASCH-ANALYSIS TO THE UZGIRIS-HUNT IPDS SUBSCALES WITH YOUNG HANDICAPPED CHILDREN"

Scott Snyder, University of Alabama at Birmingham

In response to measurement problems which interfere with developmental assessment of young children with handicaps, several experts have recommended the development and application of the Rasch scaling procedure for assessment and program evaluation purposes in early intervention. It was hypothesized that developmental tests constructed and based on ordinal developmental stage theory (Piaget) would most likely accommodate Rasch calibration using a heterogeneous sample of handicapped infants and preschoolers. This hypothesis was based on the proposition that Piaget's model describes developmental patterns of handicapped as well as non-handicapped children.

Scoring protocols for the Uzgiris-Hunt IPDS for a sample of 106 subjects were collected from a longitudinal database. Item-response data within each of the subscales were subjected to the MSCALE Rasch-analysis program.

In each of the subscales a minimum of 25% of the items did not conform to Rasch parameter expectations. The Means-End subscale displayed the greatest degree of mismatch between calibrated difficulty order and the theoretical order of the items. The Object Permanence and Operational Causality subscales demonstrated the lowest degree of item-order incongruence. Four of the subscales had one item whose

"Piagetian" scale step was out of rank. Inasmuch as large standard errors were associated with difficulty estimates for many items, the reliability of results must be questioned.

A clear need exists for further investigation to identify the factors which mediate misfits and incongruence with this population.

"THE USE OF THE COOPERSMITH SELF-ESTEEM INVENTORY WITH LEARNING DISABLED HIGH SCHOOL STUDENTS"

Patricia D. Stanley and Rebecca F. Nolan, Louisiana State University, Shreveport

The purposes of this study were to investigate whether (1) learning disabled students differed in reported self-esteem from students not identified as exceptional, (2) response patterns of learning disabled students differed from regular education students, (3) response patterns of learning disabled males and learning disabled females differed, and (4) length of time identified as learning disabled significantly affected reported self-esteem.

Subjects were 65 high school students who had been identified as learning disabled and 94 regular education students. Entire classes volunteered for the study. Subjects were administered the Coopersmith Self-Esteem Inventory (CSEI) without being informed that it measured self-reported self-esteem.

Individual responses were coded into the SAS system, and a discriminant analysis was performed. Similarities and differences in mean responses and in response patterns between learning disabled and regular education students were identified. These results should be of interest both to researchers in the area of self-esteem and to school psychologists and private practitioners who work with learning disabled students. Implications for mainstreaming versus the special class placement debate will be discussed.

"THE ATTRIBUTIONAL STYLE OF LEARNING DISABLED HIGH SCHOOL STUDENTS"

Rebecca F. Nolan and Patricia D. Stanley, Louisiana State University, and Victor L. Willson, Texas A & M University

The purposes of this study were to determine: (1) if learning disabled students differed in attributional style from students not identified as exceptional, (2) if learning disabled students presented a different response pattern from regular education students, and (3) if males and females differed in response patterns.

Subjects were 65 high school students who had been identified as learning disabled and 94 not identified as exceptional. Entire classes volunteered for the study. Subjects were administered the KASTAN-R Children's Attributional Style Questionnaire (KASTAN-R CASQ). The three attributional styles investigated were internality, stability, and globality. The lower the score, the more depressogenic is the attributional style.

Individual responses were coded into the SAS system. Discriminant analysis was performed to identify response similarities and differences between Learning Disabled and regular education students and between males and females on the KASTAN-R CASQ. Results indicated that the KASTAN-R CASQ is a nonbiased instrument for use with learning disabled and regular education students, as well as with males and females. The availability of an appropriate instrument for measuring attribution style, along with documented response patterns of high school students, will be of interest to practitioners in both private and institutional settings.

"DEVELOPMENT OF A PSYCHOMETRIC INSTRUMENT TO DISTINGUISH ADAPTIVE FROM NONADAPTIVE INTERNAL LOCUS OF CONTROL"

Gordon D. Schneider, Robert L. Williams, Sandra P. Thomas, and Timothy J. Pettibone, University of Tennessee

The purpose of this study was to develop a scale that differentiates an individual's perceived influence over truly controllable events from the individual's perceived influences over largely uncontrollable events. A sample of 763 adults indicated the extent to which they could influence 72 life events or circumstances initially included in the new scale. Through a series of factor analyses, the new instrument was reduced to 34 items reflecting two broad conceptual factors. One factor represented events that would be highly controllable by most individuals and the second factor represented events that largely transcend individual control. Scores on these two control factors were not correlated with each other, but both were correlated with several important comparison variables. The factor reflecting highly controllable events was more strongly and consistently related to the comparison variables (e.g., locus of control, self-efficacy, etc.) than was the factor reflecting largely uncontrollable events. The latter factor tended to be either unrelated or negatively related to the comparison variables. Both factors evidenced high internal consistency and neither was related to the Marlowe-Crowne measure of social desirability.

12:00 p.m. - 12:50 p.m. SCHOOLS AND BUSINESS EDUCATION (Discussion) .... Ursuline

Presider: Mildred E. Kersh, University of Southern Mississippi

Presenters:

"AN EXAMINATION OF JOB SATISFACTION AND UNION ACTIVITIES FOR PUBLIC SCHOOL PRINCIPALS"

John A. Brown, Auburn University

Job satisfaction has been studied extensively since it was first defined in 1935. Extant research on the relationship between job satisfaction and union activities in the private sector show mixed relational results. The rise of unionization activities in the public schools during the past 20 years affords researchers an opportunity to examine the relationship between job satisfaction and union activities.

.Job satisfaction was measured by the Job Description Index which reported reliabilities ranging from .80 to .88 for the six sub-scales. Principals (N=200) were randomly selected in two southeastern states (one union; one nonunion) for the six sub-scales. Data were submitted to a one-way MANOVA ($F=2.78$; $p<.02$). The union state indicated higher measures of job satisfaction, and significant results were found in three of the six sub-scales as follows: work on present job ($F=5.53$; $p<.02$); present pay ($F=9.61$; $p<.003$); and job in general ($F=4.12$; $p<.05$).

Candidates for administrative roles can be made aware of job satisfaction in union school systems. Knowledge from this study may make school boards aware of their principals' satisfaction/dissatisfaction and guide them in successful negotiations. These results should assist in the development of curricula to prepare principals in dealing with union activity.

"THE ROUTINES, THE FIRST DAY OF SCHOOL, AND THE RESEARCH"

Carolyn Lavely, Neal Berger, Joseph Blackman, Donna Bullock, John Follman, Betty Harrison, and Jeffrey Kromrey, University of South Florida

Research of routines are reported, i.e., effective pedagogical procedures, for teachers to employ, especially on the first day of school, in order to establish their expectations for their pupils. Initially presented is the rationale for routines, followed by the research categorized by elementary and middle school levels. Most of the routines' research was case study, observational, ethnographic in character, primarily at the elementary and middle school levels. It was concluded that the following routines were requisite: begin in a business-like manner; present clear expectations; break procedures down into components; develop, model, and rehearse procedures (routines); monitor desired behavior; manage short, smooth transitions; and be task-oriented overall.

"UNDERGRADUATE BUSINESS MAJORS' ATTITUDES TOWARD INDIVIDUALS WITH HEARING IMPAIRMENTS: A PILOT STUDY"

Henry E. Teller and Jimmy D. Lindsey, Southern University; Henry F. Thibodeaux, West Florida University; and L. Quinn Head, Jacksonville State University

It was the purpose of this pilot study to determine undergraduate business majors' attitudes toward individuals with hearing impairments. Approximately 100 students were selected to participate in the study. Analysis of variance and chi-square procedures were used to process the data. The independent variables were sex, race, age, different handicapping relationships/conditions, future work community and company, and bilevel item response (positive vs. negative). The dependent variables were the students' total score on the Attitude toward Disabled Persons (ATDP) survey and their categorical responses (positive or negative) to the ATDP's 30 test items. Results indicated that undergraduate business majors have statistically significant and positive attitudes. The implications of these findings will be discussed.

"INTERPERSONAL EXPECTATIONS OF ACADEMIC ADMINISTRATORS IN BUSINESS"

Lillian Chaney, Memphis State University, and Martha Cross, Delta State University

Interpersonal skills play an important role in any career, including faculty and administrators in schools of business. Discussing the significance of these issues is prevalent, but few research studies are available to determine whether business faculty and administrators "practice what they preach." The present research attempts to determine: (1) what interpersonal skills business faculty and administrators believe to be important for administrators and (2) how consistent these beliefs are when rated by deans, department chairmen, and faculty.

A 22-item survey of interpersonal skills derived from literature review and discussions with colleagues was mailed to deans, department chairmen, and faculty members of AACSB-member schools. Three sets of survey ratings were obtained for interpersonal skills needed by: (1) department chairmen as rated by the dean, (2) department chairmen as rated by the faculty, and (3) deans as rated by department chairmen.

Usable surveys were returned by 138 faculty members, 84 department chairmen, and 77 deans. Generally, remarkable agreement existed among the various groups concerning the importance of each of the 22 items. The three sets of means for the 22 items were all significantly correlated (r's were .93, .87, and .92). Generally, subordinates stated higher expectations of their supervisors than supervisors did for subordinates.

1:00 p.m. - 1:50 p.m. **TESTS AND ERRORS (Displays)** .... **Iberville**

Presenters: "MAINFRAME COMPUTER USE IN LARGE-SCALE TESTING PROGRAMS"

Marcia R. O'Neal, University of Alabama

The computer tasks involved in implementing a large-scale testing program are complex. The successful completion of these tasks requires that thought be given to personnel resources, computer hardware, and the structure of computer programs.

This display contains an overview of the process as it has been implemented for two statewide testing programs in Alabama. The steps taken to process 230,000 answer documents for four tests given annually are depicted. The major tasks shown include preparing for testing, document scanning, data file preparation, scoring, preparation of report files, and printing and dissemination of test results.

Included in the display is a description of each step, how and by whom it is carried out, and the rationale for the choice of procedures. Each task is detailed further, including a description of computer hardware, a summary of the computer programs (written in COBOL for the IBM mainframe) and their functions, and a presentation of the relationships among the computer programs.

The display will provide direction on issues important to agencies or institutions contemplating the implication of a large-scale testing program. It will also benefit those already involved in such an undertaking and desiring to gain information on alternative processes.

"MICROCOMPUTER USE IN LARGE-SCALE TESTING"

Margaret L. Glowacki, University of Alabama

Many tasks involved in the administration of a large-scale testing program previously performed by outside contractors can be accomplished using a microcomputer and laser printer. New developments in technology and the availability of application software have made it possible to create a camera-ready copy of new test forms for each administration, to develop and maintain an item test database, and to produce all graphics needed for the test forms.

This display session will provide an overview and computer demonstration of the processes involved in these tasks as they have been implemented for two statewide testing programs. The areas to be demonstrated are: (1) the type of equipment used, (2) the various types of software used, (3) the development and maintenance of an item text database, and (4) production of graphics for the test forms. Applications software to be demonstrated includes Word Perfect 5.0, Ventura Desktop Publisher, Harvard Graphics, and Arts and Letters.

This display will provide information to agencies or institutions considering the implementation of a large-scale testing program. This display will be equally useful for any systemwide or schoolwide testing program or any classroom teacher interested in enhancing the quality of their tests.

"TEST ITEM DATABASE DEVELOPMENT AND USE"

Stephen W. Hebbler and Marcia R. O'Neal, University of Alabama

The purpose of this display session is to illustrate the development and use of a database system designed to manage test-item statistics and aid in the creation of new test forms. The system was developed by the Evaluation and Assessment Laboratory at the University of Alabama and is being used to manage item statistics for the Alabama High School Graduation Examination. Versions of the item database management system are also in use in the Mississippi State Department of Education and at Brigham Young University.

An overview of the operation of the database will be presented followed by a short discussion of the development of the system. The system is written in compiled Microsoft BASIC and runs under MS-DOS. Emphasis will be placed on the techniques used to capture item statistics generated on the mainframe computer, the transformation of these data, and their incorporation into the item statistics database on the microcomputer.

This display will illustrate how data from several aspects of the large-scale testing program can be integrated to aid in managing item statistics and creating new test forms.

"TECHNICAL ISSUES IN A LARGE-SCALE TESTING PROGRAM"

James E. McLean and Thomas J. Evans, University of Alabama

The purpose of this display session is to illustrate the technical issues that must be considered when developing and conducting a large-scale testing program. The issues will be illustrated by displaying example materials selected from two statewide testing programs conducted over the past five years.

The primary issue in any testing program is the validity of the instruments and procedures used. If you develop your own instruments, validity must be designed in and if you select published instruments, you must establish that they are valid for your students. The primary validity type for achievement tests is content validity. The items are developed, pilot tested, and bias reviewed (validity is checked for all subpopulations) with the curriculum in mind. High stakes tests must also be reviewed for curricular and instructional validity. A prerequisite for validity is reliability. Instruments with a passing criteria must be subjected to a standard setting process. Other instruments must be normed. Tests with multiple forms must be equated to ensure that a student's score is not a function of the form that was taken.

Each of these technical issues will be illustrated with examples of how they were addressed in two statewide testing programs.

"THE MANAGEMENT OF A LARGE-SCALE TESTING PROGRAM"

D. Joyce Steele, University of Alabama

The successful management of the large-scale testing program for the Alabama High School Graduation Examination (AHSGE) and the Alabama Basic Competency Tests (BCT) has been dependent upon the economical utilization and effective synchronization of resources. Development of management tools has been an evolutionary process over the past eight years as problem solving associated with the large-scale testing program has brought about refinement in the management procedures.

The purpose of this display session is to illustrate a broad overview of the management of a large-scale testing program. The components of management will be presented by displaying sample materials used as management tools for the AHSGE and BCT. These management tools are utilized in decision making to allocate the limited resources of time, personnel, equipment, testing materials, space, and funds. The materials in the display include a collection of examples of management tools used during the AHSGE and BCT large-scale testing program such as time lines, budgets, cost estimates, testing materials estimates, personnel estimates, task analyses, bid specifications, and other procedures. The display will offer suggestions to others who may be managing or preparing to manage a large-scale testing program.

1:00 p.m. - 1:50 p.m. STATISTICS, COMPUTERS, AND FINANCE (Discussion) .... Bonnet Carre

Presider: Donald F. DeMoulin, Arkansas State University

Presenters: "A COMPARISON OF MANOVA PROGRAMS IN SPSS-X, BMDP, AND SAS"

James M. Prater, University of Alabama

The problem was to investigate MANOVA programs in three widely distributed statistical packages: SPSS-X, BMDP, and SAS. The statistical packages were evaluated in terms of documentation, methods and options available, computational accuracy, and results provided.

The methods employed were based on the procedures outlined by Barker (1984). The classic MANOVA includes: univariate F-test on the dependent variables, discriminant weights, correlations between dependent variables and each synthetic variable, homogeneity of dispersion matrices, MANOVA significance tests, and multiple comparisons. The data used for comparative purposes were taken from examples provided by Barker (1984). The situations investigated were one-way MANOVA, two-way MANOVA, and repeated measures MANOVA.

Addressing the results based on the aforementioned criteria, SPSS-X and SAS did a better job describing the MANOVA approach than BMDP in their perspective documentation sections. All three conducted classical MANOVA tests with SPSS-X also allowing repeated measures analysis to be performed. In terms of computational accuracy, SPSS-X was found to be more accurate than the other packages.

The final conclusion reached pointed to the MANOVA procedure used in SPSS-X as the best overall selection. Also, while the results provided by all three packages were similar, it was much easier to understand the output from SPSS-X.

"SUMRALL CHILD CARE EMPLOYMENT SCREENING SCALE: A RELIABILITY AND VALIDITY STUDY"

Malenna A. Sumrall, University of Alabama

A pre-employment instrument has been developed as an aid to employers and agencies that hire people to work with children. The goal of the instrument is to identify people who are at risk of being sexual offenders. A sample of 123 prisoners, including child molesters, rapists, personal (but not sexual) crime offenders and property crime offenders, in two prisons in Alabama have been tested with this instrument. The reliability coefficient was computed using the Cronbach alpha and has a value of .91. A factor analysis yielded 14 factors which were used as independent variables in a multiple regression analysis to predict group membership. The result was a hit rate of 80% for classifying prisoners as sexual offenders (personal or property crime offenders). The instrument has the potential to identify the targeted population.

"ON THE OTHER SIDE OF GREEN: A CASE STUDY OF THE IMPLEMENTATION OF A STATE GRANT TO ESTABLISH COMPUTER-ASSISTED LEARNING"

Thomas W. Mize, Northeast Louisiana University, and Mary W. Stephens, Wisner High School

Acquiring funds for the purpose of establishing computer labs in order to provide computer-assisted learning does not appear to be an unsurmountable problem. However, the implementation of a computer lab in a typical school presents considerable problems.

This qualitative case study focuses on the problems encountered during the implementation of a grant provided by state funds to establish a computer lab in a rural Louisiana school. A questionnaire was used to gather data from participants in the implementation process of similar computer-assisted programs. The data were organized using the process of category generation which involved noting regularities in the settings, problems, or people chosen for the study.

Data analysis revealed that the degree of influence of the funding agency and the degree of influence of the funded agency may be factors in the timeliness of delivery of both products and services. The research suggested that grant recipients be careful in the selection of companies with which they request products and services. Recommendations are presented to future grant writers in order that they may be able to anticipate and plan for delays in implementation of computer labs for the purpose of providing computer-assisted learning.

"THE BEST THINGS IN LIFE ARE (NEARLY) FREE: LOW-COST AND NO-COST

STATISTICAL ANALYSIS PROGRAMS FOR MICROCOMPUTERS"

David T. Morse, Mississippi State University

Since 1977, many statistical analysis packages have been designed for, or adapted to, microcomputers. Recent reviews in professional and technical publications indicate that powerful and sophisticated packages are readily available. Unfortunately, these packages tend to be costly (sometimes $2,000 or more) and resource-hungry, both in electronic memory and disk storage requirements. There are, however, many low-cost or no-cost statistical packages available to researchers. This paper compares 10 such packages ranging in price from free to 50 dollars.

The programs are compared with respect to: type of analyses; ease of data entry and manipulation; documentation; input and output options; accuracy of computation, even with "troublesome" data sets; diagnostic indicators or data checks; error handling; memory and disk-storage requirements; and cost. On the basis of these comparisons, several programs were identified that offer competent analysis with flexibility for the user, at little or no cost.

For instructors of statistical methods looking for a package suitable for student use, for the researcher who finds it necessary to analyze data at home, or for the organization which cannot afford one of the full-featured packages, there are several suitable packages from which to choose. Thus, no data need go unanalyzed for "want of a nail."

1:00 p.m. - 1:50 p.m. GRANT WINNING STRATEGIES (Symposium)................................Bienville

Organizer: William L. Deaton, Auburn University

Presenters: "OVERVIEW"

William L. Deaton, Auburn University

College of Education faculty are increasingly expected or required to secure external support for research, instruction and service activities. Grant winners, as opposed to grant seekers, employ specific approaches to securing external support. Systematic procedures can be applied to the process of preparing proposals to be submitted to funding agencies. The use of such strategies has increased grant awards from $770,000 to $3,758,000 over a five-year period and doubled the number of awards received.

"ORGANIZING A GRANTS OFFICE"

William L. Deaton, Auburn University

Successful grant seekers follow certain well-planned steps to achieve their goals. The College of Education Research Office is organized to assist faculty in making a systematic and successful approach to funders with the following: (1) a reference library to help faculty find funding sources plus a number of "how to" books and manuals for writing proposals and (2) assistance in establishing a budget, completing the paper work, and negotiating the University's approval procedures. In some cases, this office will provide funding for faculty to meet with a potential funder for that all important pre-proposal contact.

"DEVELOPING A SUPPORT SYSTEM FOR WRITING PROPOSALS"

Landa Trentham, Auburn University

Even in institutions of higher education which do not emphasize grant seeking, a support system for proposal writing can be developed by enterprising faculty. In those institutions where faculty are expected to write grant proposals, support systems can be improved through faculty initiatives. This paper contains information on how an individual faculty member can begin to put together teams of appropriate persons to write grant proposals and obtain funding for teaching and research ideas.

"CREATIVE PROPOSAL WRITING"

Stephanie Bond, Auburn University

Whether it is a two-page letter proposal or a twenty-page proposal narrative, the proposal is the author's opportunity to sell his or her idea. Too often, this part of the grant-seeking activity becomes a dry, uninteresting discourse when it should be a well-told story. Since every proposal addresses a need, which, if funded, will benefit some population on some level, the proposal should be written with that thought in mind. Strategies to make proposals more readable and appealing to funding agencies will be discussed.

"NETWORKING AS A GRANT-WINNING STRATEGY"

Thomas W. Worden and Dawn M. Ossont, Auburn University

Successful grant seekers often go beyond their local institutions to create coalitions and to increase budget options. Strategies for establishing institutional, professional, and corporate linkages will be explored.

1:00 p.m. - 1:50 p.m. **BLACK EDUCATION (Discussion) ....Cabildo**

Presider: Michele G. Jarrell, University of Alabama

Presenters: "WRITING DEVELOPMENT OF INNER-CITY PRIMARY STUDENTS: COMPARATIVE EFFECTS OF A WHOLE LANGUAGE AND A SKILLS-ORIENTED PROGRAM"

Maryann Manning, Gary Manning, and Roberta Long, University of Alabama at Birmingham

The latest report of the National Assessment of Educational Progress points to a continuing literacy problem in most inner-city schools. Efforts are being made to improve young children's competence in writing. The purpose of this study was to compare students' writing achievement in whole language and skills-oriented programs.

Fifty inner-city children were randomly placed in two kindergarten classrooms. For three years (K through grade 2), one group was taught using a whole language program; the other received skills-oriented instruction. Of the original 50 students, 22 students remained (11 in each group) at the end of the second grade.

Upon completion of second grade, comparisons between the two groups were made. Interestingly, students in the whole language group perceived themselves as writers of stories and books; students in the skills-oriented group viewed themselves as writers of letters and words. An analysis of students' writing samples indicated that students in the whole language group wrote more words and t-units than students in the skills-oriented group.

Findings of this study support the use of whole language strategies. Further studies comparing various programs with larger populations are recommended.

"IDENTIFICATION OF GIFTED MINORITY STUDENTS"

Stephen J. Obringer, Mississippi State University, and Marsha S. Obringer, Starkville (MS) Public Schools

The underidentification of gifted minority students has been and remains a stubborn and controversial issue in education. The selection of a non-biased instrument(s) is both arbitrary and perplexing for the school systems and agencies dealing with the gifted. In a recent court dispute, the Leiter International Performance Scale was agreed upon as a second-chance instrument to further the opportunity for minority students to be evaluated and selected for gifted programs. It was felt that the non-verbal nature of the Leiter would provide a more culture-free measure.

The purpose of this study was to correlate Leiter IQ scores with verbal and performance Wechsler scores to establish a prediction formula from Wechsler scores for further testing with the Leiter. The Pearson product-moment correlation and multiple regression statistics were utilized.

The subjects were 50 male and female Black students in grades 4-7 referred for possible gifted placement by a local public school in north central Mississippi.

The results indicate poor correlations between the Leiter and Wechsler scores. The regression formula was unable to predict which subjects would benefit from additional testing from the Leiter. In summary, there appears to be little, if any, relationship between the two instruments. Overall, Leiter scores tended to be lower than those of the Wechsler.

"THE RELATIONSHIP BETWEEN SELF-CONCEPT AND COGNITIVE ABILITIES IN BLACK, LOW-INCOME, PRESCHOOL CHILDREN"

Jianhua Feng and Deborah L. McLean, Memphis State University

The relationship between a child's self-concept and performance is an important aspect in the child's development. Determining this relationship could influence teacher attitudes and curriculum designed to increase the child's self-perception and academic performance. The relationship determined with the McCarthy Scale of Children's Abilities and the Preschool Self-Concept Pictorial Test could provide information for preschool education.

The study investigated the relationship between self-concept and general cognitive abilities in Black, low-income preschool children. Subjects were 89 (46 boys and 43 girls) 3-5 year olds attending state-operated day care programs in the mid-south. A post facto correlation design was used for this study. It was found that there was no significant correlation ($r=0.07$, $p<0.05$) between self-concept and general cognitive abilities in the total group although a slight relationship existed depending upon sex (for girls, $r=0.16$, $p<0.05$; for boys, $r=0.21$, $p<0.05$).

The findings of this study were consistent generally with previous research and are discussed in terms of the child's developing abilities and experiential influences. Further investigation could explore the relationship in young children as situation-dependent and multidimensional.

"AHEAD TO THE PAST--THE CASE FOR ETHNICITY"

Heather Kenny and Steven M. Ross, Memphis State University

Teaching ethnicity to inner-city African-American students has been recognized as a vehicle for enhancing self-esteem. This position paper operationalized the term ethnicity, described several proposed materials and activities for teaching cultural heritage, and provided a rationale for the use of right brain activities in conveying ethnic and cultural imagery to students. Multi-sensory, right brain and ethnically relevant learning activities were described for use in creating the new equations: African-American equals good and European-American equals good.

The psychological components of theme parks as educational institutions were discussed. The relevance of these psychological components for the creation of manipulative educational materials to teach aspects of African culture was presented. A brief review of relevant literature on the teaching of ethnicity in inner-city settings was also presented.

1:00 p.m. - 1:50 p.m. SCHOOLS (Discussion)..Pontalba

Presider: Qaisar Sultana, Eastern Kentucky University

Presenters: "THE PATS PROJECT: ITS IMPACT ON PERCEIVED CLASSROOM CLIMATE"

Roy W. Hartzel, Jr., Memphis State University

The PATS (Positive Attitudes in Tennessee Schools) project is a major longitudinal research and training effort funded by the state of Tennessee. The program includes a total of 37 pilot sites for the 1989-90 school year. PATS training involved teachers in the True Colors program which impacts the self-esteem of learners.

This paper evaluates the effect of the PATS program on the perceived classroom climate for elementary ($n=686$), middle/junior high ($n=200$) and senior high school ($n=558$) teachers. Data were collected using the Tennessee Classroom Climate Inventory (TCCI) in the fall and spring. The TCCI consists of 44 items that, when factor analyzed, yielded five factors. Factor scores were then submitted to a two-factor repeated measures ANOVA. Results suggest that the PATS program has improved classroom climate across all grade levels.

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The implications of this study suggest that climate can be affected by a training program such as PATS. The effective schools literature suggests that classroom climate is one of the most significant factors in the improvement of academic achievement. As climate is a variable which can be improved, efforts at school reform should include altering classroom climate.

"RESTRUCTURING ARKANSAS EDUCATION FOR THE 21ST CENTURY"

Robert D. Hilliard, University of Central Arkansas

The term "restructuring" entered the popular education lexicon in 1986 when "A Nation Prepared," the Carnegie Forum's landmark report, asserted the need to "restructure schools. . . ." Arkansas is one of six states which is pioneering the restructuring movement. This presentation will discuss the "restructuring movement" with an overview of restructuring, nationally and in Arkansas, from its earliest inception, its current status, and its potential for future research.

The discussion will include the following and their respective roles in the restructuring movement: (1) the 1983 report, "A Nation at Risk," (2) the Arkansas Act 445, the Quality Education Act 1983, (3) The Coalition of Essential Schools (Theodore Sizer), (4) The Education Commission of the States (ECS), (5) The Frost Foundation, and (6) The National Governors Association.

This presentation will: (1) share the guiding principles which serve as the framework for restructuring, (2) identify the changes that need to be made by the state, school districts, and universities, and (3) examine the recommendations made by the Arkansas Action Committee whose task was to critique the progress of school district restructuring programs.

"A LONGITUDINAL STUDY OF ELEMENTARY EDUCATION MAJORS USING PRE- AND POST-REFORM ACT DATA: THE FOURTH YEAR"

Aubrey W. Shelton and James S. Turner, Mississippi State University

The purpose of educational reform has been to improve the quality of education for children as well as for teachers. Opinions vary on how teacher education should be "reformed." Since a clear direction does not appear in the literature, this study focused on the long-range results of the state's legislative reform (beginning in 1982) and the College of Education reform of Mississippi State University.

Phase I of the study provided a demographic profile of elementary majors. This was the base- line data-arranged pre/post Mississippi Reform Act (1982), pre/post College of Education reform (1984-88), and post-reform data (after 1988). Phase II examined predictive relationships between and among a variety of tests and subtests; ACT, COMP, NTE. Phase III analysis of variance reinforces the contention that mandated reforms do not bring about significant improvements. Phase IV analyzes an additional year of students who will have graduated by August 1990 with all of the state, university, and College of Education reforms. This increased population will add credence to this phase of the study. This segment of the study will compare differences in ACT and NTE before and after the reform.

"EDUCATIONAL REFORM ACHIEVES PARITY ON BASIC SKILLS FOR SOCIOECONOMICALLY DISADVANTAGED"

James Reid Jones, T. Gene Hamon, and E. E. Caston, Delta State University, and Clyde Hatton, Mississippi State Department of Education

Previous research has repeatedly demonstrated that poor academic achievement in the Mississippi Delta is related to a chronically depressed economy. However, educational reform efforts have consistently improved performance of Delta school districts on basic skills tests over the past five years. In 1989, students eligible for free lunch in Delta counties pulled even with free lunch participants in non-Delta counties.

District averages on statewide achievement testing were classified as Delta or non-Delta according to congressional Lower Mississippi Delta Development Commission definitions. Major metropolitan areas were eliminated from the study, leaving 130 districts. District averages were partitioned into scores obtained by students qualifying for free lunch and those who did not qualify. MANOVA demonstrated that there were no significant differences on basic skills tests between free lunch participants in Delta and non-Delta counties. Large differences remained on the more challenging Stanford Achievement Tests and on the American College Test.

An important sign of progress has been noted for socioeconomically disadvantaged children in Mississippi. Gains must now be achieved on more demanding standardized tests.

1:00 p.m. - 1:50 p.m. **EDUCATIONAL REFORM (Discussion)** .... **Ursuline**

Presider: Larry G. Daniel, University of Southern Mississippi

Presenters: "THE SOUTHERN STUDY REVISITED"

William Burt Lauderdale and William A. Spencer, Auburn University

One of the most important and extensive experiments in reform ever conducted in American educational history was the Eight-Year Study, in which the South was the only region excluded from participation. Southern educators responded to the "oversight" with their own study, also aimed at educational reform. Begun in 1938, five years after the inception of the Eight-Year Study, it was a remarkable effort involving 11 states, various state departments of education, 33 high schools, a number of universities, and staff representing the Southern Association of Colleges and Secondary Schools.

In addition to a review of the administrative design, methodology, and outcomes of the study, implications were drawn for current practice. Because these southern educators incorporated so many principles advocated in current educational literature (e.g., Tomorrow's Schools), serious attention was given also to the southern study as a model for assessing the viability of reform efforts today.

"LOCAL SCHOOL IMPROVEMENT IN THE SOUTHEAST: AN UPDATED SURVEY OF BOARD POLICY CHANGES FROM 1983 TO 1990"

W. Donald Clayton and Terry G. Roberson, University of Montevallo

While the push for education reform in the past decade has gained strength in part by the increased willingness of state legislatures to examine the issues, it seems most likely that local action alone will serve to formalize and effect change. There is the need to consider the response of local school boards to reform recommendations.

The purpose of this study was to: (1) identify local school board policy changes since September 1983, (2) determine personnel changes resulting from the reform movement, and (3) determine administrator perceptions about actual improvement.

Selective sampling procedures were used to identify participants. Respondents included 125 local school superintendents from throughout the Southeast who were asked to complete the Survey of School Board Policy Changes.

The results of this study indicate considerable local policy activity, reportedly in response to state reform activity. For example, at least half of the districts surveyed had created new or revised existing policies regarding graduation requirements, promotion, and retention standards.

While neither the mere creation of new policy, revision of old, nor stricter enforcement of old will produce more excellence in learning, it may be that policy changes indeed do indicate a new direction for educational quality or at least a reexamination of current practice.

"THE KENTUCKY EDUCATION REFORM ACT"

Robert L. Kennedy, Western Kentucky University

The declaration by the Kentucky Supreme Court that the commonwealth's entire educational system was unconstitutional in June 1989, led to the passage of the Kentucky Education Reform Act, March 29, 1990. By increasing the state sales tax and corporate income taxes, and changing state tax rules, $800 million is expected to be raised to effect changes in educational governance, finance, and curriculum. Among the significant changes will be reorganization of the department of education, increased state aid to school districts, assessment of student academic performance with ties to school evaluation, and site-based management by parents, teachers, and principals rather than school boards, superintendents, and principals. The presentation will focus on background and implications of the act.

"THE KENTUCKY REFORM LEGISLATION: REFORM OR REMEDIATION"

Dwillis Wallman, Robert Prickett, and L. Nan Restine, Western Kentucky University

Kentucky's new reform law, Kentucky Education Reform Act (KERA), provided for relief from regulation with discretionary funds to schools that decide to operate with "school councils." The new organizational pattern established the school board and district administration as the support system for the individual schools. The principal was named the primary administrator, the instructional leader of the school, and the chair of the school council. Policymaking responsibilities and management functions were given to the elected school decision-making councils. The State Department of Education was given the task of establishing individual school thresholds to be used to evaluate individual school effectiveness.

KERA provided little regulation for schools except the provision for student outcome thresholds. However, the consequences for not meeting thresholds can virtually eliminate schools. The effects of crisis should be investigated in relation to the impact on all levels of the school -- students, parents, teachers, principals, superintendents and school boards. The information provided by additional research could assist educational leaders in their efforts to provide students the opportunity for success in a complex global society.

2:00 p.m. - 2:50 p.m. **ADMINISTRATION (Display)** .... **Iberville**

Presenters:

"THE USE OF BAR GRAPHS FOR THE PRESENTATION OF STATISTICAL DATA AS EVIDENCE FOR A BOARD OF EDUCATION'S SUCCESSFUL DEFENSE IN SEXUAL DISCRIMINATION LITIGATION"

L. Quinn Head, Jacksonville State University, and Jimmy D. Lindsey, Southern University and Agricultural and Mechanical College at Baton Rouge

Bar graphs depict an analysis over a four-year period beginning in 1985 on an annual basis of a vocational school by: (1) percentage of male and female teachers with a ten-month contract, (2) plaintiffs' average monthly incomes in comparison to vocational agriculture teachers' and home economic teachers' mean monthly incomes, (3) level II mean monthly incomes for male and female teachers, (4) level I average monthly incomes for male and female teachers, and (5) plaintiffs' mean monthly incomes in comparison to average monthly incomes for male teachers at the AA level.

The significance of this topic specifically reveals how statistical data was introduced as evidence by defense attorneys representing a Board of Education. Furthermore, the data presented by an expert witness illustrates the actual statistical evidence that was an important part of a successful defense in sexual discrimination litigation involving public school education.

Since data were available from the entire population involved in the litigation, descriptive, not inferential, statistics were utilized. Color coding of information presented by the bar graphs was part of the methodology used to aid the understanding of the statistical evidence by an all female jury.

"SCHOOL INFORMATION PROFILES: USING EVALUATION DATA FOR SCHOOL IMPROVEMENT"

James A. Tadlock and Henriette Allen, Jackson (MS) Public Schools

This session will display school information profiles from an urban school system and will illustrate the use of the profiles for designing school improvement plans. The profiles contain specifically formatted information about staff characteristics, pupil demographics, pupil performance on standardized and criterion tests, retentions, dropouts, course grades, and discipline offenses. Individual school and district summary data are provided for a five-year period. Where appropriate, state and national averages or norms are also included.

The profile for each school highlights strengths and weaknesses and thereby serves as a longitudinal "report card." The comprehensive trend information becomes the basis for making changes and allocating resources for maximum school improvement. Detailed profile information will be displayed on poster boards and sample copies of profiles will be offered participants. A school improvement plan based on needs expressed in the profile will also be provided. District staff will be available to answer questions and provide technical information about establishing, managing, and using the profiles.

"A MODEL FOR DEVELOPING ADMINISTRATOR SALARY SCHEDULES"

Lamar Moody, Mississippi State University

This session will display a model administrator salary schedule which is based on managerial level, span of control, performance, professional training and experience, length of work year, and comparable salaries. A salary schedule of a hypothetical school district will be displayed. Technical information about the development of the model will be provided by the author.

Regardless of their actual pay levels and assumptions about the market value of their work in relation to supply and demand, administrators who are employed at the same work level have the same standards of what would be fair pay for that work. Work level differentials can be developed using regional or national averages as a point of departure in developing administrator compensation plans.

The average salaries of other school administrators expressed as a percentage of superintendents' salaries in the United States are remarkably stable through time. The average salary of teachers has been about 41% of the average salary of superintendents during the last several years. Step-by-step procedures for utilizing job variables in pay plans will be included in the display. Participants will receive a copy of the model.

"THE LIFE LINE: A FUTURES TECHNIQUE APPLIED TO TEACHING HUMAN DEVELOPMENT"

Jane Furr Davis, Christian Brothers University, and Todd M. Davis, Memphis State University

In a Human Development course, a futures technique proved very useful in helping students view development as a continuum. To understand and anticipate the future, students must understand what influences current perceptions and consider how current experiences influence future lives. The life line experience provided a relevant beginning for the course.

Using symbols, words, lines, and pictures, students illustrated their life lines. Completed life lines were displayed on the walls and students explained their drawings. A class discussion focused upon the differences between men and women and the difficulty in projecting into the future.

Students were asked to reflect upon the experience and write what they learned and the emotions they experienced. These reflections indicated the exercise forced students to review their lives and consider their futures. The experience left them elated, surprised, sad at lost opportunities, and wanting to reflect further on the experience.

The display will provide complete instructions given to the students and examples of the student's life lines and their reflections. Participants will also be given an opportunity to draw their own life lines to enhance their understanding of the students' experiences.

2:00 p.m. - 2:50 p.m. **EVALUATION (Discussion)..Bonnet Carre**

Presider: Judith A. Burry, University of Alabama

Presenters:

"AN EVALUATION OF THE EFFECTIVENESS OF AN APPLE EARLY LANGUAGE CLASSROOM CURRICULUM IN GRADES K-2"

Carol Scott Whelan and Mary Jane Ford, University of Southwestern Louisiana

The purpose of this evaluation report is to look at the effectiveness of a pilot program called The Apple Learning Series: Early Language, a comprehensive collection of educational software, hardware, and peripherals that covers the complete range of communication skills at the kindergarten through second-grade level.

Labs consisting of three computer stations were placed in two classrooms at each grade level being served at three school sites. Students in each classroom received instruction using the language series at least three times per week. Students were randomly selected for the classrooms. A total of 378 students participated in the program. The goal of the project was to enhance student's language communication skills in reading and writing.

Evaluation of the project involved the administration of student and parent questionnaires, analysis of vocabulary test scores and the analysis of the California Achievement Tests. On-site interviews were made with administrators, teachers and students by the evaluators. Preliminary findings indicate that the program was successful, especially at the kindergarten and first-grade levels. At the second-grade level the materials were found to be less challenging than necessary. All participants interviewed expressed enthusiasm and interest in the program and a wish to continue.

"DATA COLLECTION AND EVALUATION MODEL DRUG FREE SCHOOLS PROJECT--JEFFERSON PARISH PUBLIC SCHOOL SYSTEM"

Shirley Becnel and Tim Merritt, Jefferson Parish (LA) Public Schools

The drug free schools' program has been in existence for three consecutive years and provided direct services to the 58,000+ students and 3,500 teachers and administrators within the district. The program was designed to teach participants about the problems related to drug and alcohol abuse and to provide direct services to students. The purpose of this study was to evaluate program implementation at the district level and at the 84 school sites.

A description of the program staff and activities was generated by the use of participation data surveys, inservice information, monthly school reports, parent surveys, and visitation logs. Post-activity evaluation forms, district suspension records, and reports from school-based support groups provided additional data needed to assess the effectiveness of the programs activities and materials as described in the project. Although data were collected using computerized scan sheets, follow-up telephone and personal interviews with parents and community leaders provided another source of information.

The analysis of the data showed that the district program was being implemented as designed. School profile data will be used to restructure parts of the program in compliance with state-mandated changes and increased funding.

"AN EVALUATION OF AN INSTRUCTIONAL IMPROVEMENT PLAN UTILIZING STANDARDIZED TEST SCORES"

Thomas W. Mize, Northeast Louisiana University, and Jackie A. Myers, Martin Junior High School (LA)

Research reveals that top-down education reform has not been effective. Studies of bottom-up or local reform, particularly in rural schools, are scarce.

This qualitative case study was conducted to research the development and implementation of a School Instructional Improvement Plan in a rural school. The project was an embedded case study and involved the superintendent and principals of the system along with the teachers in the school being studied. School documents were analyzed, an in-depth interview was conducted with the superintendent, questionnaires were answered by the principals of the system and the teachers of the school, and standardized test scores were examined.

Data analysis of this process revealed that reform initiated at the local level may, in fact, have characteristics of top-down and bottom-up reforms. These reforms at the local level can be effective in several areas, including improved instruction, improved instructional leadership from the principal, and improved organizational health of the school. The data analysis noted positive changes in standardized tests scores. Researchers concluded that reforms may be most effective when developed by the teachers and the principal of the school in which they will be implemented.

"STUDENT, TEACHER, AND BUSINESS LEADER PERCEPTIONS OF ACADEMIC, WORK-RELATED, AND PERSONAL SKILLS IN RURAL APPALACHIAN COMMUNITIES"

Russell French, University of Tennessee; Gordon C. Bobbett, Louisville, Tennessee; and Ken Henry, Union College

Perceptions influence school board policy, educational curriculum, and public relations. The researchers developed the School Effectiveness Inventory (SEI) to evaluate the perceptions of 16 educational skills. The SEI measured six academic (reading, math, critical thinking, etc.), five work-related (produce quality work, contribute ideas, etc.), and five personal(participation in community activities, arts, etc.) skills.

Through a selection process, the researchers identified six good Tennessee and Kentucky rural

Appalachian school districts where they administered the SEI to 237 students, 158 teachers, and 64 business leaders. Using a five-point Likert-type scale, the participants evaluated both the skill's importance (expectations) and how well the local school is performing each educational skill (performance). Internal consistency, means, ranks, z-scores, and F-scores ($p<.05$) were developed for expectation and performance data.

Expectation findings include: (1) "reading" and "producing quality work" ranked highest, while "arts" and "community involvement" ranked lowest, and (2) academic and work-related skills ranked significantly higher than personal skills. Performance findings include: (1) "ideas" and "working under supervision" ranked highest, while "arts" and "critical thinking" ranked lowest, and (2) "work-related" skills are being promoted/taught better than academic or personal skills.

Among the conclusions are: (1) students, teachers, and business leaders have different educational values, and (2) many fundamental academic skills (3 R's) generally rank lower than many work-related and personal skills.

2:00 p.m. - 2:50 p.m. **THE NATURE OF THE THOUGHT BEHIND REFLECTIVE PRACTICE (Symposium)..........Bienville**

Organizer: Asghar Iran-Nejad, University of Alabama

Presenters: "OVERVIEW"

Asghar Iran-Nejad, University of Alabama

Reflective practice is becoming an increasingly popular and viable model for teacher education in the United States and abroad. However, as Robert Bullough of the University of Utah has recently noted "The emerging conceptual framework is . . . only a skeleton in need of fleshing out." Moreover, there is less consensus and much debate over what reflectivity is and what it means to be reflective about teaching. An important step toward the development of a coherent picture is to try to understand the nature of the underlying thought processes that support reflective practice. The presentations in this symposium discuss different aspects of the nature of the thought that makes reflective practice possible.

"REFLECTIVE PRACTICE AND THE UNCONSCIOUS: THE COGNITIVE PERSPECTIVE"

William E. Slater and Asghar Iran-Nejad, University of Alabama

Unconscious mental processes are an active area of research in modern cognitive science. A common assumption in this research is that a vast portion of the knowledge individuals bring to bear at any moment in time is unconscious, inflexible, and inaccessible to conscious control. This paper addresses the problem of how, according to modern theories in cognitive science, unconscious knowledge might be available to reflection and examines the implications of relevant theories and findings for the recent upsurge of attention to reflective practices in education.

"CLASSICAL DYNAMIC THEORIES AS THEY RELATE TO REFLECTIVE PRACTICE"

Carl E. Cecil, University of Alabama

This presentation discusses classical dynamic theories of Freud, Jung, Adler, and others in order to examine their relation to the current interest in reflective thinking. Dynamic theories have dealt with the problems of purposiveness and consciousness and, in particular, with how the mind functions in order to arrive at conclusions that have relevance to individual's understanding of a problematic situation. The paper will set forth the different processes postulated by dynamic theorists as these processes have currency to a reflective approach to teacher education.

"PHILOSOPHICAL ROOTS OF REFLECTIVE THOUGHT"

Ali Sheriatmedari, Teacher Training University (Tehran, Iran)

This paper discusses philosophical origins of reflective thinking and examines their contribution to the understanding of the role of reflectivity in education. Among the issues discussed is how reflective practice relates to scientific inquiry.

"REFLECTIVE THOUGHT AND REFLECTIVE LANGUAGE: DATA FROM FIRST AND SECOND LANGUAGE LEARNING"

Abolghasem Soheili, Teacher Training University (Tehran, Iran)

When reflective practice manifests itself in linguistic behavior, there is reflective language. This presentation examines data from first and second language learning for evidence of a correlation between reflective thought and reflective language and for the correlation between developmental stages of language and reflective thought.

"ATTENTIONAL AND KNOWLEDGE CONSTRUCTION PROCESSES BEHIND REFLECTIVE PRACTICE: A BIOFUNCTIONAL PERSPECTIVE"

Asghar Iran-Nejad, University of Alabama

This paper discusses the underlying processes that might be most directly responsible for reflective thinking and practice from a biofunctional point of view. Specifically, the paper argues that three kinds of processes must be taken into account: attentional, self-regulation, and knowledge construction processes. How these processes make reflective thought possible and how they might account for individual differences between reflective and nonreflective practitioners are discussed.

2:00 p.m. - 2:50 p.m. **LEARNING (Discussion)** .... **Cabildo**

Presider: Gordon D. Schneider, Polk County, North Carolina

Presenters: "EFFECTS OF LEARNING STYLE ACCOMMODATIONS ON ACHIEVEMENT"

Carol B. Knight, Gerald Halpin, and Glennelle Halpin, Auburn University

The Dunns claim that "when teachers expand their instruction to respond to students' individual learning styles, it takes as little as six weeks to see increased achievement." The purpose of this study was to devise, implement, and evaluate an instructional model accommodating students' learning styles in the following areas: sound, light, temperature, design, and mobility.

Experimental and control groups were randomly selected from second-grade classes in three schools. The Learning Style Inventory-Primary was administered to students in the experimental group to determine their preferred modes of learning. Experimental group teachers were trained to implement the learning style accommodations. For 12 weeks, they modified the learning environment of each student in the experimental group in accordance with his/her unique learning style.

Multivariate and univariate analyses of variance, conducted to determine if the experimental and control groups differed before treatment on prior grades in reading, mathematics, and language, revealed no significant differences. Tests of group differences on grades earned during treatment yielded a significant MANOVA. The follow-up ANOVAs showed that the groups differed significantly on grades in mathematics and language but not in reading. These results provide support for the instructional model accommodating individual differences in learning styles.

"CONCEPT TEACHING: USING LITERATURE TO TEACH CONTENT AND DEVELOP INTEREST IN READING"

Dana G. Thames, University of Southern Mississippi

This study compared the effects of two instructional approaches, the concept teaching approach and the traditional approach, on the achievement scores and reading attitudes of second-grade students. The concept teaching approach taught reading and other content areas through the use of literature. The traditional approach taught reading and other content areas through the use of basal series.

Two second-grade classrooms were involved in the study which lasted a full-school year. Pre- and post-achievement tests and reading interest inventories were administered. Also, checklists completed by classroom teachers and records of the number of books checked out of the library by each student were used to compare effectiveness of the two approaches.

Analysis of variance procedures were used to analyze the data. The results of the study favored the concept teaching approach. It was also noted that students taught through the concept teaching approach checked out twice as many library books as did students taught with the traditional approach. Although further research is suggested, implications for classroom instruction will be discussed.

"THE EFFECT OF GROUPING AND USING FORMAL REASONING ABILITY, SIZE OF GROUPS, AND GENDER COMPOSITION ON LABORATORY ACHIEVEMENT IN CHEMISTRY"

Judith D. Moody, Starkville (MS) High School, and Vernon Gifford, Mississippi State University

Although laboratories have been judged to be a vital component of science education, research has not shown them to be effective in increasing achievement. This study examined the factor of formation of laboratory groups as a possible area for improvement.

Many studies have linked formal reasoning ability to achievement in science. In this study, Lawson's Classroom Test of Formal Reasoning Ability was used to classify students as low or high formal thinkers. Laboratory groups were formed of homogeneous and heterogeneous thinkers in eight high school chemistry classes. Groups varied in size, either two or four, as well as homogeneous and heterogeneous gender groupings. Five guided inquiry experiments were taught. Significant main effects were found for formal reasoning ability, size of groups, and gender composition.

High formal reasoning groups, groups of two, and homogeneous gender groups scored the highest. In interactions, homogeneous formal reasoning groups and homogeneous gender groups, groups of two with high reasoning ability, and groups of two with homogeneous gender groups scored highest.

Implications suggested are teaching methods to improve formal reasoning in laboratory sciences. Laboratory groups with similar reasoning ability and homogeneous gender are suggested. Smaller laboratory groups work better than larger.

"ARE SOCIOLOGY AND PSYCHOLOGY STUDENTS DIFFERENT IN THE RELATIONSHIP OF ATTRIBUTION, EXPECTANCY, PERFORMANCE, AND PERCEIVED SUCCESS TO STUDY STRATEGIES?"

Theodore A. Chandler and Carl J. Spies, Kent State University

The addition of a measure of change in exam preparation may permit a clear understanding of the contributions of expectancies, affects, and attributions in explaining performance.

Relatively little research has been conducted concerning situational variables and how certain behaviors fit in different situational contexts. Therefore, it was hypothesized that undergraduate psychology students behave differently in attributional assessment and related variables associated with study strategies.

Subjects were undergraduates (primarily sophomores and juniors) enrolled in introductory sections of sociology (N=59) and psychology (N=50). For each of the two courses, psychology and sociology, the relationship of performance, expectancy, perceived success, and nine attributions to change in examination preparation and to eight different ways in which change occurred were assessed. Change in preparation was measured before the second and third of three examinations given during the course.

Although there were similarities between the responses of psychology and sociology students, there were many more differences. For example, five of the eight changes in exam preparation strategies were different ones used by the two groups. Using only psychology students may not be justified as representative of undergraduates. This study suggests that attributions may reflect a contextual bias that needs to be known.

2:00 p.m. - 2:50 p.m. **TESTS AND ATTITUDES (Discussion)** .... **Pontalba**

Presider: John M. Williams, Virginia Tech

Presenters:

"THE DEVELOPMENT AND VALIDATION OF AN ATTITUDE TOWARD SCIENCE AND MATH INVENTORY FOR EARLY CHILDHOOD STUDENTS"

Gypsy Abbott Clayton, University of Alabama at Birmingham, and Jim E. McLean, University of Alabama

Much attention has been given to the importance of science and mathematics in the school curricula. In the early grades, teachers are being encouraged to use manipulative activities to increase understanding and enhance students' attitudes toward science and math. A careful review of the literature indicated that no instrument exists which was considered appropriate for measuring these attitudes in the early grades. The purpose of this paper is to describe the development and pilot-testing of the "What I Like Test," a survey purporting to measure students' attitudes toward science and math in grades K-3.

Using a picture format and a three-point Likert scale, 15 items for both math and science were developed. The basis for the content of the items was the Alabama curriculum guide for the two subjects for grades K-3. The items were reviewed by early childhood specialists for appropriateness of content. Using a sample of 39 students in grades K-3, an estimate for reliability using Cronbach alpha for the math and science scales was computed to be .92 and .85 respectively. Preliminary investigation indicates that the "What I Like Test" is reliable and valid for assessing attitudes of early childhood students.

"REFINEMENT OF AN INSTRUMENT TO MEASURE ORGANIZATIONAL CULTURE IN MIDDLE SCHOOLS"

Larry G. Daniel, University of Southern Mississippi

Researchers have typically used ethnographic methods for measuring organizational culture. More recently, however, attempts have been made at measuring culture via objective attitudinal questionnaires completed by organizational members. For instance, the Middle School Description Survey (MSDS) uses continuous scale items to measure organizational members' perceptions of actual middle school cultural models.

Previous psychometric data have supported the validity and reliability of the MSDS: however, these studies suggest that further refinement of the instrument is necessary. Consequently, the purpose of the present study was to field test a revised edition of the MSDS in an attempt to further enhance the instrument's psychometric integrity. Selected items were rewritten so as to eliminate ambiguity. In addition, original MSDS items which had not performed well during previous trial administrations were eliminated, and new items were added.

The instrument was administered to 500 middle school educators. Data from this sample were subjected to factor analytic methods in order to address the instrument's construct validity. Alpha reliability estimates were also computed. On the basis of these analyses, conclusions were made regarding the continued usefulness of the instrument as a measure of organizational culture in middle schools.

"DETERMINATION OF RELIABILITY AND VALIDITY OF MYSELF AS A TEACHER SCALE"

Herbert M. Handley and James R. Thomson, Jr., Mississippi State University

Teacher self-concept as assessed by the Myself as a Teacher Scale has proved to be an effective predictor of teacher morale and classroom performance. This scale, created by researchers in Georgia, has been used extensively during the past five years in Mississippi. Technical data describing the instrument are fragmentary and incomplete.

The problem in this study was to determine the reliability and validity of the Myself as a Teacher Scale. Research procedures involved factor analysis, determination of internal consistency, test-retest reliability, and concurrent and predictive validity of this instrument. Over 400 teachers' responses to the instrument were factor analyzed through use of principal component analysis. One significant factor emerged which was associated with 82% of the variance in the instrument.

An internal consistency reliability coefficient (coefficient alpha) and a test-retest reliability were determined. Reliability coefficients of .96 and .88 were respectively computed for these values. Scores from this instrument correlated significantly with teacher morale and classroom performance of both beginning teachers and regular teachers. The perceptions measured by this instrument also correlated with self-concept as measured by the Tennessee Self-Concept Scale. The instrument appears to be effective for assessing a stable dimension of teachers' concept.

"CORRELATIONS OF REPORTED TEST ANXIETY WITH LEARNING STYLE CHARACTERISTICS: A PILOT STUDY"

William F. Ferguson and C. Randy Cotton, University of Southern Mississippi

This study was a pilot investigation of the relationships between self-reported levels of test anxiety and several variables associated with learning styles. Subjects were 26 female elementary majors and five male secondary majors enrolled in an education course.

Dunn and Dunn provided the bulk of the items for the questionnaire, which had been deemed valid through normal validation techniques. The instrument was administered after the return of the first course exam.

Test anxiety was related to a preference for studying with other persons. Students who reported typically studying for tests far in advance scored lower on the first test. Students who studied primarily the night before a test found the first test easier than expected. Subjects who studied where a radio or TV played reported higher high school and college GPAs. Those who scored higher on the first test normally do not study far in advance, found the first test to be easier than expected, and reported higher ACT scores.

The results of this small sample point to several specific areas that should be investigated further with far larger samples and more powerful statistical techniques so that student achievement can be maximized.

2:00 p.m. - 2:50 p.m. **EFFECTIVE TEACHING (Discussion) .... Ursuline**

Presider: Jan M. Henderson, Central Florida Community College

Presenters:

"IMPROVEMENT IN INSTRUCTIONAL STRATEGIES FOR TEACHING MUSIC THROUGH MICRO-TEACHING USING AUDIO/VISUAL EQUIPMENT IN A DEMONSTRATION CLASSROOM BY UNDERGRADUATES MAJORING IN ELEMENTARY EDUCATION"

Jerry Brooksher Gee, Nicholls State University

Approximately 588 students are enrolled each semester in the teacher education programs in the College of Education at Nicholls State University.

Modifications in the College of Education instructional facilities occurred during the 1982 fall semester that necessitated new approaches in instruction of undergraduates enrolled in methods classes. The purpose of this study was to determine conditions necessary to bring about a suitable learning environment more conducive to teaching undergraduates majoring in elementary education and effective strategies appropriate for teaching classroom music.

Conclusions were based on perceptions of the undergraduates and observations by the class instructor. Data were grouped by frequency of response, converted to percentages with regard to number of respondents, and reported by rank-order. The study began in the 1983 spring semester and continued through the 1989 fall semester at Nicholls State University.

The seven-year study involved 564 undergraduates micro-teaching in a demonstration classroom setting with camcorder and VCR. Consistently appearing in responses of the undergraduates were significant findings with regard to improvement of instructional techniques and conditions affecting instruction. Improved conditions in this teaching experience specifically resulted in improvement in instructional strategies of the undergraduates during this seven-year study.

"WHAT MAKES ARTIST/TEACHERS EFFECTIVE EDUCATORS"

Janet C. Richards, New Orleans (LA) Public Schools, and Joan P. Gipe, University of New Orleans

Artist/teachers are professional artists who teach in high schools for the visual and performing arts. Although they have no formal pedagogical training, they have a reputation for teaching excellence. Some have won teacher of the year awards competing against seasoned colleagues in other disciplines.

A common opinion is that artist/teachers are successful educators because they think and believe in ways which make them effective. These attributes need to be identified. Teacher training institutions and school systems could possibly use this information to enhance all preservice and inservice teachers' work.

One hundred especially effective artist/teachers responded to a researcher-devised questionnaire and two well-known personality instruments. Data from the personality instruments were compared against national norms. Comparisons were also made against various occupational subgroups. Data from the questionnaire were factor analyzed and eight factors emerged. The majority of artist/teachers held a high internal locus of control, were highly intuitive and perceptive, reflected considerably about their work and held high expectations for themselves and their students.

Since it is possible to help teachers learn to identify these attributes within themselves, and develop them if necessary, results imply that educators in all disciplines can become more effective.

"PERCEPTIONS OF PREPAREDNESS FOR STUDENT TEACHING"

Jerry B. Ayers, Tennessee Technological University

Student teaching is the culminating experience for most teacher education programs. This is a logical point to gather information from students about their feeling of how well the programs prepared them to enter the classroom. The purposes of this study were to develop and field test an instrument designed to ascertain students feelings of preparedness for student teaching.

The Perceptions for Student Teaching Instrument (PSTI) was developed and validated for use in this study. The directors of student teaching at nine institutions in the mid-south administered the PSTI to 629 student teachers at the beginning of the 1990 spring semester. Comparisons were made between the responses of traditional and nontraditional students, by sex, by marital status, by type of institution, and teaching specialty. The results of the study indicated the split-half reliability of the PSTI was .92. Application of the appropriate statistical technique to total scores on the instrument indicated no significant difference in feelings of preparedness between various groups.

The result of the study did not reveal any significant differences among groups. However, the PSTI does provide useful information for assessing a teacher education program. Also, information collected by use of the instrument can be useful in the process of guiding and counseling students.

"THE RELATIONSHIP OF FACULTY MEMBERS' CONCEPTIONS OF EXCELLENCE TO COURSE ASSIGNMENTS AND THEIR METAPHORS"

Sally E. Jacob, Maryville College

College students are exhorted to aim for excellence, but there is little research about the meaning faculty assign to this concept. Do faculty share a common conception, have entirely idiosyncratic ideas, or perhaps possess a limited set of meanings? Do those who share a common concept use the same teaching/learning metaphor and make similar types of assignments?

All eight faculty members who taught a freshman seminar course were interviewed. Each was asked to describe an excellent student, and to describe the assignment which best elicited what he/she wanted students to know/do.

All words and phrases describing excellent students were classified into 17 exhaustive categories. Faculty members who used descriptors which fit into a category were then tabulated. No category was used by all, but there were small groups who frequently fell into the same categories. Each transcribed interview was then examined for figures of speech to determine whether a metaphor for teaching and learning could be discerned. Three different metaphors were evidenced -- journey, container, and master/disciple. Faculty members who used the same metaphors described student excellence in similar terms and selected common types of assignments. Perhaps explicating our teaching/learning metaphors and conceptions of excellence for our students would provide them direction.

3:00 p.m. - 4:00 p.m. **MSERA KEYNOTE ADDRESS .... Queen Anne Room**

Presider: John R. Petry, Memphis State University

Speaker: "THE EDUCATOR'S DILEMMA: THE SMARTENING UP AND THE DUMBING DOWN OF THE AMERICAN WORKFORCE"

THURSDAY, NOVEMBER 15, 1990

Louise Spears McCants, Kansas City, Missouri

4:00 p.m. - 5:00 p.m. **MEETING OF MSERA COMMITTEES**

4:00 p.m. - 5:00 p.m. **GRADUATE STUDENT DISCUSSION WITH KEYNOTE SPEAKER (Limited to Graduate Students) .... Queen Anne Room**

5:30 p.m. - 6:30 p.m. **MSERA BUSINESS MEETING .... Queen Anne Room**

Presider: John R. Petry, Memphis State University

6:30 p.m. - 7:30 p.m. **JOINT UNIVERSITY RECEPTION .... Skylight Terrace/Poolside**

7:30 p.m. - 9:00 p.m. **GRADUATE STUDENTS' RECEPTION .... MSERA President's Suite**

FRIDAY, NOVEMBER 16, 1990

7:30 a.m. - 8:30 a.m. **MSERA PRESIDENTS' BREAKFAST (MSERA Presidents and Past Presidents) .... Queen Anne Parlor**

8:00 a.m. - 10:00 a.m. **Registration .... Registration Lobby**

9:00 a.m. - 10:50 a.m. **WRITING A MANUSCRIPT AND GETTING IT PUBLISHED (Training) .... Iberville**

Trainers: John R. Petry, Memphis State University, and Alexia M. Kartis, University of Alabama

Discussion will center around the problems associated with writing and publishing reports about research. Topics to be included are sources of ideas for research and writing, guides for effective writing, proofing and editing a manuscript, publication sources, preparing a manuscript, methods of submitting manuscripts, criteria for evaluating manuscripts, and ethics in authorship and publication. Other subjects to be addressed include the elements of style: elementary roles of usage, principles of composition form and an approach to style, and common faults in scholarly writing.

Objectives of the session are to increase the awareness of attendees of opportunities to publish, to raise standards for writing quality manuscripts, and to establish minimum guidelines for professional growth.

Activities include a diagnosis of the basic writing skills of attendees, an analysis of articles submitted for publications, and administration of a predictive measure for publication success. A number of sources for publishing will be presented and discussed. Publication sources will be identified that give the manuscript submitters a higher chance of achieving success for acceptance. Participants' manuscripts will be evaluated for their content, style, impact on the reader, value to the scholarly community, and importance as a contribution to the literature of the subject matter discussed.

9:00 a.m. - 9:50 a.m. **MICROCOMPUTERS (Discussion) .... Bonnet Carre**

Presider: Arnold J. Moore, Mississippi State University

Presenters: "INSTRUCTIONAL ORGANIZATION IMPACT OF LOCAL AREA NETWORK TECHNOLOGY ON A TEACHER EDUCATION PROGRAM"

Dennis W. Sunal, Cynthia Szymanski Sunal, Anna C. McFadden, and Barrie Jo Price, University of Alabama

This study considered the impact of local area network (LAN) technology in different instructional organizations occurring at four teacher education field placement sites. Electronic bulletin boards and facsimile machines were used to investigate the teacher education program effects of these cooperative work technologies during the field component of a set of six senior-year blocked undergraduate methods courses.

Sixty-two novice teachers were grouped into control and experimental groups determined by placement in schools with varying organizational schemes for incorporating the LAN technology. Some of the factors examined included access time, presence of facilitators, and administrative support. Comparisons were made before, during, and after the field experiences between groups. Both quantitative and qualitative data were collected. It was concluded that ease of contact, attitude toward use of technology in schools, types of message content, and frequency and quality of the communications increased for participants in specific instructional organizations. The effects transferred to novice teacher performance in classrooms. As suggested by other studies, preferences, needs, and prior experience of the users were factors in successful use of the LAN technology. In addition, it was found that the organizational scheme for the use of LAN technology was a factor in the outcomes.

"DOES AGE AND EVALUATION EXPERIENCE EFFECT SOFTWARE EVALUATIONS?"

Dorren R. Schmitt, EDCOM

Over 100 software evaluation instruments have been produced since the 1960s. There is the basic unmentioned assumption that all teachers can use these instruments with the same or similar accuracy. This may not be a valid assumption.

Two software evaluator's characteristics addressed are the effect of age and evaluation experience on evaluating educational software using the Instrument for Soft Evaluation for Educators (ISEE) to evaluate software. The sample included 304 graduate and undergraduate students enrolled in mathematics methods and computer education courses at southern universities.

A regression was run for the combined effects of age and evaluation experience. An ANOVA was run with software level and evaluation experience level as the independent variables. For both analyses, the dependent variable was the total score on the ISEE.

The findings for the regression indicated that age alone did have a statistically significant effect on the evaluation total score, but no educationally significant effect. There were no statistically or educationally significant effects for the ANOVA analysis. Thus, age and experience do not influence the evaluation scores derived by the ISEE. This provides evidence for the unstated assumption that evaluation and experience does not make a difference, at least for the ISEE.

"A COMPARISON OF ALTERNATIVE DISTANCE TUTORING ORIENTATIONS FOR AT-RISK ELEMENTARY STUDENTS"

Steven M. Ross, Lana J. Smith, Colleen Johnson, and Gary Morrison, Memphis State University

The programs evaluated in this research used telecommunications to provide at-risk children with a powerful educational intervention that is normally unavailable -- individualized tutoring. Student participants were 56 sixth-grade minority students. Each received a computer to use at home and was assigned a graduate student "distance" tutor who left assignments, wrote messages and provided feedback. Program I used a local BBS that permitted a high degree of control over user access and activities, but restricted communications to electronic mail. Program II used a nationally-based BBS that allowed less control while permitting both electronic mail and on-line exchanges. The academic emphasis in both programs was language skills development.

Outcomes for both programs reflected extensive overall use of the BBS and positive student, teacher, and tutor reactions. The most frequent types of messages were social and academic, with females being more active system users than males. Limitations of the local system were difficult access, time delays, and the restrictiveness of the electronic mail communication. In Program II, the main limitation was the distraction from academic activities caused by extraneous network features (e.g., on-line information sources). Refinements made in the 1990-1991 program, based on these results, will be discussed.

"USES OF COMPUTER-ASSISTED INSTRUCTION IN TEACHING FOREIGN

LANGUAGE"

Lana J. Smith, Espi Ralston, and Steven M. Ross, Memphis State University

Computer Assisted Instruction (CAI) in the teaching of foreign languages has not been widely accepted or utilized despite all its advantages and promising applications. This research examined how and to what extent computers are being used in the teaching of foreign language at the junior and senior high school levels.

A random sample of 55 teachers of Spanish, French, and German in a large urban school system in Tennessee was surveyed by mail, and 10 of these were interviewed personally to determine to what extent computers were used in the teaching of foreign language and what the attitudes of these teachers were toward CAI.

Responses indicated that teachers used the computer relatively little and that 89% did not use computers at all. Further, 63% had no prior experience using CAI. A series of t-tests for independent samples revealed that Spanish teachers were more positive than French teachers about computers and experienced teachers were more positive than inexperienced about the importance of using computers in foreign language instruction. A series of open-ended questions identified advantages and disadvantages for using computers in foreign language classrooms and suggested possible directions for making computer applications more accessible and productive for teachers and software developers.

9:00 a.m. - 9:50 a.m. MODELS FOR ASSESSING THE IMPACT OF STUDENT FINANCIAL AID (Symposium) .... Bienville

Organizer: Edward P. St. John, University of New Orleans

Presenters:

"OVERVIEW"

Edward P. St. John, University of New Orleans

During the 1980s, there were major changes in federal and institutional student financial aid programs. The federal grants programs were cut, loan programs expanded, and total federal expenditure on student financial aid actually declined. Private institutions also changed their financing strategies, often using a portion of tuition increases for institutional student financial aid. Unfortunately, there was limited research on the impact of these changes on student access and persistence in higher education. The limited research that was conducted on these topics has often been contradictory. Some studies have found that financial aid has an impact, whereas others have not. This symposium will examine research issues related to the assessment of the impact of student aid and provide opportunities for discussion of research issues.

"RESEARCH ON THE IMPACT OF STUDENT FINANCIAL AID"

Edward P. St. John, University of New Orleans

This paper will provide an overview of recent research on the impact of student financial aid and issues that remain unresolved. This introductory paper will provide background on three issues that will be addressed in the other panel papers: (1) the need for research on the impact of student financial aid at both the institutional and national levels, (2) the need for both the institutional and national levels, and (3) the need for refined logical models for research on access and persistence.

"MODELS FOR ASSESSING THE IMPACT OF STUDENT FINANCIAL AID ON STUDENT ENROLLMENT DECISIONS: AN AGENDA FOR INSTITUTIONAL AND NATIONAL RESEARCH"

Patricia Somers, University of New Orleans

This paper will: (1) review prior institutional and national research on the impact of student aid on enrollment, (2) present conceptual models to guide future research at both of these levels, and (3) identify issues that merit further attention in future studies.

"MODELS FOR ASSESSING THE IMPACT OF STUDENT FINANCIAL AID ON PERSISTENCE: AN AGENDA FOR INSTITUTIONAL AND NATIONAL RESEARCH"

Sandra Andrieu, University of New Orleans

This paper will: (1) review prior institutional and national research on the impact of student financial aid on persistence, (2) present conceptual models to guide future research at both levels, and (3) discuss issues that merit further attention in future studies.

"THE IMPACT OF FINANCIAL AID ON WITHIN-YEAR PERSISTENCE IN FOUR-YEAR INSTITUTIONS: AN ANALYSIS OF THE NATIONAL POSTSECONDARY STUDENT AID SURVEY"

Jeffrey Oescher and Edward P. St. John, University of New Orleans

This paper will present preliminary findings from a national study of the impact of student aid on within-year persistence (completion of the academic year) by students in four-year institutions.

9:00 a.m. - 9:50 a.m. **FINANCE (Discussion)..Cabildo**

Presider: Roslin Williams-Dixon, University of Southwestern Louisiana

Presenters: "WHO VOTES IN SCHOOL BOND REFERENDUMS?"

Glenda Holland and Thomas W. Mize, Northeast Louisiana University

This study examined demographic data relevant to voter behavior in school referendums. The study is important to school administrators who may be facing school bond referendums. Factors were identified which may be indicative of whether a person will or will not vote, and, as a voter, how that person may vote.

The sample for this study consisted of 214 people randomly selected from a northeast Texas metropolitan area and surrounding communities. A survey was designed to collect demographic data concerning the attitudes and behaviors of voters in school bond elections. Data were collected via telephone interviews.

The results and conclusions of this study were that demographics and the perceptions of voters about whether they can make a difference do impact voter behavior: (1) the school involvement of voters appeared to influence their voting behavior, (2) educational level, economic level, and age were factors in voting behavior, and (3) the number of years a voter lived in a district was a factor in voting behavior. Recommendations suggested by the study may be useful to practicing administrators.

"A PUBLIC OPINION POLL AND A SMALL COMMUNITY SCHOOL BOND ELECTION"

Tommye C. Henderson, Mississippi State University

School bonds have been the most common method for financing new construction and renovations in a school district; however, bond issues have become increasingly difficult to pass. A survey of opinions in a community regarding support for a bond issue could provide valuable information for a bond campaign.

Using a telephone public opinion survey designed specifically for the school district, a group of 265 community members who had been randomly selected from the telephone directory were polled. Descriptive analysis was used to classify respondents and their responses. Community members indicating they would vote for a bond issue were compared to those indicating they would not on a number of dimensions: with children, with children in public schools, home ownership, income, age, sex, race, and education level.

The study found the telephone survey method a viable means for determining attitudes toward a school district and a bond referendum. Telephone results indicated that 75.5% would vote for a bond issue. The bond issue passed with 61% voting "yes."

"ENROLLMENT TRENDS IN A COMMUNITY COLLEGE: THE IMPLICATION OF STAGNANT GROWTH ON THE OPERATION AND FUNCTION OF AN INSTITUTION"

Ed Davis, East Mississippi Community College

The enrollment trends of any institution are important indications of a school's growth and stability. This is all too true when the basis for its fiscal strength is a funding formula driven by enrollment of the previous year. Such is the case for the operation of community colleges in the state of Mississippi. Due to this process, those rich in enrollment keep getting richer and the poor in numbers also become the poor in dollars.

An analysis of enrollment from 1983 through 1989 show little or no growth of East Mississippi Community College. There was no significant difference in the periods observed. However, the practical significance of the decline of more than 100 students significantly hampered the operation of the college.

An independent t-test was used to evaluate the difference in the means of the groups observed. The resulting loss of enrollment was calculated into the funding reimbursement formula to estimate the lost revenue each year for the institution.

With a trend nationally of shrinking enrollment on many campuses, a funding formula geared to enrollment may have to be revamped if the students are to be given the basic services by their institution.

"ONE APPROACH TO A PLURALIST DILEMMA: PRIVATE SCHOOL AID POLICY IN FRANCE, 1959-1985"

Frances C. Fowler, Miami University

The question of whether a government should subsidize private schools is an example of what Dahl (1982) called a "pluralist dilemma." Since the 1800s the United States has permitted private schools to exist while offering them little funding. Recently this policy has been attacked; opponents often argue that other democracies subsidize private education.

This study investigated private school aid policy in France between 1959 and 1985. The major research methodology was documentary analysis, supplemented by 16 elite interviews of French policy actors.

France adopted the Debre Act when a baby boom and financial problems threatened an economic crisis in education. The law offered public funding to private education while regulating it to protect the superior position of public education. Major policy mechanisms included the subcontracting of secular instruction to private schools, restrictions on the supply of private education, and the linkage of funding levels in the two sectors.

The policy successfully protected the integrity of the public school system, largely because of the heavy regulation of private education. However, because of the distinctive nature of American law, political institutions, and pluralism, it would be difficult to develop and implement such a policy in the United States.

9:00 a.m. - 9:50 a.m. **SOCIAL SCIENCE AND GEOGRAPHY (Discussion) ....Pontalba**

Presider: Arlene Amos, Mississippi State University

Presenters:

"GEOGRAPHY CONTENT IN TELEVISION NETWORK NEWS"

Gregory P. Risner, Janice Nicholson, Nancy Draper, and Janice Myhan, University of North Alabama

Research indicates that elementary students spend little time studying location and other geographic concepts. Further, students' knowledge of and interest in place awareness is weak. To increase student learning and interest in geography, the National Assessment of History and Literature recommended the use of more stimulating teaching devices such as television and weekly news magazines.

The purpose of this study was to determine the amount of physical geography content included in nightly television newscasts. Data were derived from randomly selected newscasts on: ABC, CBS, NBC, and Headline News Network (HNN). Broadcasts on each network were analyzed to determine the time devoted to physical geography as defined by the Standard Achievement Test Objectives.

Results indicate CBS devoted a larger percentage (9%) of its broadcast time to physical geography. HNN included a greater number of maps (N=31) during 10 newscasts.

These data suggest that CBS provides more opportunity to reinforce the theme of location and HNN allows more opportunity for reinforcement of map skills. More data are needed before significant trends can be established. Plans for additional research will be discussed.

"PROFILE OF AN EFFECTIVE TEACHER: A MICROETHNOGRAPHY OF A SEVENTH-GRADE SOCIAL STUDIES CLASSROOM"

Cecilia Pierce, University of Alabama at Birmingham

Recent research into pedagogical content knowledge has led to the development of a theoretical formulation around the centrality of content-specific pedagogy. The contention is that there exists a kind of knowledge unique to able teachers of particular content domains. The purpose of this study was to develop a thick description of how an effective social studies teacher created and conducted learning experiences in a seventh-grade social studies classroom.

Using an ethnographic case study research design, participant observation was the method of data collection. Special attention was given to the cognitive structure of the lessons, verbal and nonverbal teaching behaviors and patterns, teacher personality characteristics, and the way in which these three factors interacted to facilitate student learning.

From the data, five components of effective teaching were generated by the researcher. The results of this study indicate that teaching effectiveness is a complex, interwoven tapestry of teacher behaviors, which are influenced by interactions between individuals and events and bound by time and situation. Careful scrutiny of how and why individual teachers facilitate classroom lessons as they do will enable teachers to identify and understand their own unique teaching behaviors and why they behave as they do in various contexts.

"KNOWLEDGE OF GEOGRAPHY AMONG HIGH SCHOOL STUDENTS AS AFFECTED BY SES"

John G. Thornell, Delta State University

On the recently administered Gallup Geography Test, young Americans came in last when compared to the performance of youth in 10 industrialized countries worldwide. This study offered an alternative to the perception that geographic knowledge of geography is primarily a function of schooling. It was hypothesized that significant differences in performance on the Gallup Geography Test would exist for students categorized by economic variables.

The Gallup Geography Test was administered to 371 tenth-grade high school students in the Mississippi Delta. Performance was compared for students who were eligible for free-lunch versus those who were not. ANOVA results indicated that non-free lunch students had a significantly (F=31.23 <.01) higher mean score (8.49) than free-lunch students (6.02).

The findings indicate that economic status is an important variable in knowledge of geography. They also affirm the finding that American youth are geographically illiterate in comparison with their peers worldwide. The efforts of the National Geographic Society in encouraging better geography instruction in the schools need to be augmented with programs that expand opportunities for geographic knowledge in the home.

"PERCEPTIONS OF COERCIVE SEXUAL BEHAVIOR AMONG COLLEGE STUDENTS: DEVELOPMENT OF A CAUSAL MODEL"

Camille B. Branton, Delta State University

Relationship violence is an area of growing concern for college student personnel. Development of a causal model could provide a profile for "high risk" students.

A causal model depicting perceptions of coercive sexual behaviors was derived from a sample of 278 psychology students, with a cross-validation sample of 296. The Bem Sex Role Inventory, Coopersmith Self-Esteem Scale, Rotter's Internal-External Locus Scale, and the Coercive Sexual Behavior Rating Scale were administered to both groups. Data were analyzed using multiple linear regression, canonical correlation, and LISREL VI structural equation analysis.

The model derived from the data resulted in the inclusion of the following variables: self-esteem, locus of control, masculinity, femininity, dating frequency, age of first dating experience, and perceptions of sexual coercive behavior. The data provided by the cross-validation sample did not support the model. However, results of the multiple linear regression indicated that significant relationships existed between coercive sexual behavior and selected variables including: self-esteem, dating age, masculinity, femininity, locus of control, and Greek affiliation.

Suggestions for educational programming designed to reduce the incidence of coercive sexual behavior in higher education will be discussed.

9:00 a.m. - 9:50 a.m. **HANDICAPPED (Discussion)**..**Ursuline**

Presider: Aubrey W. Shelton, Mississippi State University

Presenters: "ABILITY OF LEARNING DISABLED STUDENTS TO DETECT CHARACTER MOTIVES"

Craig Darch and Emily Wang, Auburn University

This study examined the ability of learning disabled (LD) students to comprehend character motives. Thirty 4th-6th grade LD students listened to nine fables. The fables were divided equally, according to the explicitness of the character motive, into three categories: textually explicit, textually implicit, and scripturally implicit. Two measures were used for this study. After listening to each fable, all subjects were asked to retell the story they just heard. Next, the students were asked six comprehension questions; three questions assessed the students' understanding of the character's motives. The students' responses to the retell measure and the comprehension questions were taped for scoring.

The data from the comprehension questions from each fable were analyzed with a 3 (grade level) X 3 (story type) X 2 (question type) ANOVA with repeated measures. The results of this analysis revealed that regardless of grade placement, performance was uniformly low on their ability to detect character motives. Regardless of the story type, students answered more literal questions correctly than character motive questions. The results of the story retell measure indicated that, although students remembered literal information from the stories, they had a difficult time recalling critical information related to the character motives from the stories.

"PREDICTING MATERNAL CHILD ABUSE POTENTIAL ACROSS FAMILY TYPES"

Brenda Burrell, University of New Orleans

Child abuse is a serious problem in contemporary America. The child abuse potential of mothers of children with handicaps (n=60) and of mothers of children without handicaps (n=53) was investigated in the current study. All mothers (n=113) were asked to complete (1) the Child Abuse Potential (CAP) Inventory, (2) the Parenting Stress Index, (3) the Perceived Adequacy of Resources Scale, and (4) the Interpersonal Network Questionnaire. Additionally, the 53 mothers of children with handicaps also completed five other instruments measuring family functioning that were specifically designed for use with parents of children with handicaps.

The multiple correlation (R=.59) for the prediction of CAP scores using the four predictors completed by all 113 mothers was statistically significant (p<.001). The associated effect size would have still been statistically significant with a sample size as small as 26. The multiple correlation (R=.60) for the prediction equation involving all predictors available for the subset of 53 mothers was also statistically significant (p=.006). The associated effect size would have still been statistically significant with a sample size as small as 41 subjects.

"A HABILITATIVE TRAINING PROGRAM FOR INDIVIDUALS WITH DEVELOPMENTAL DISABILITIES"

David P. Fuller and Theodore Pikes, Southern University

This presentation will provide information on a comprehensive habilitative training program for individuals with developmental disabilities. Participants involved in the program engaged in simulated activities involving daily living skills, vocational skills, and family/ community relations that constituted realistic life-experiences for persons with developmental disabilities. Techniques (e.g., behavior modification, social skills training) which influence progress in habilitation training will also be discussed. Finally, an illustration of an Individualized Habilitation Plan will be discussed which incorporates the principle of normalization and delineates the LRE philosophy of P. L. 94-142.

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"SCHOOL ADMINISTRATORS: A SURVEY OF STATE REQUIREMENTS FOR KNOWLEDGE OF SPECIAL EDUCATION"

Marilyn A. Hirth and Thomas C. Valesky, Memphis State University

The principal, as the instructional leader and manager of the total educational system of the school, assumes responsibility for special education at the building level. Therefore, it was the purpose of this study to examine state requirements for certification endorsements of school administrators to determine whether they require a knowledge of special education law, specifically, and special education, in general.

The results from questionnaires sent to 52 state directors of special education are reported in this study. The major findings include: (1) only 33% of all regular administrator endorsements or certificates require any knowledge of special education law, (2) only three states require a course devoted exclusively to special education law, while 17 other states require special education law as a component of a general school law course, and (3) 45% of the states have no state requirement for even a general knowledge of special education.

These are discouraging findings. It would be very difficult for a principal with little or no background or understanding of special education to assume responsibility for special education. In conclusion, state board of education should consider revising administrator endorsement requirements for school administrators to include a knowledge of special education law.

10:00 a.m. - 10:50 a.m. ADULT AND CAREER EDUCATION (Discussion) ....Bonnet Carre

Presider: John G. Thornell, Delta State University

Presenters:

"RELATIONSHIPS BETWEEN PREDICTORS OF SUCCESS IN DESIGN EDUCATION"

Walter A. Schaer, Barbara B. Schaer, and Eva Pfeil, Auburn University

The high cost of attrition in professional education prompted the search for accurate predictors of academic success in this study. The purpose was to determine the predictive ability of two published visual perception tests, the DAT Surface Development Test and the Snowy Figures Test of Visual Acuity, and a teacher-made test of color perception. The criterion was the final grade in a professional design course.

Forty-three design students took three predictive measures at the beginning of the quarter. Multiple discriminant analysis was used to determine the relationships among predictors, criterion, and final grade in the course. One significant discriminant function ($Rc=.58$, $\text{chi-square}=24.3$, $df=12$, $p=.02$) was found. The Snowy Pictures test and the teacher-made color measure were the most powerful predictors of the final grade. Students were correctly classified into their grade assignment (A, B, C, D, or F) with 58% accuracy. Also investigated were subtests and reliability of the measures. Findings suggest providing accurate diagnostic measures for assuring successful remediation of entry-level students.

"PARENTAL ASPIRATIONS AND EXPECTATIONS: GAINING INSIGHT INTO THE AT-RISK STUDENT"

Patricia B. Roach and David Bell, Arkansas Tech University

The importance of parental involvement in terms of student success has been well documented; however, the concept of parental aspiration and expectations has been difficult to determine. This study was conducted in a predominantly Black community, and all parents interviewed were parents of children that the school had identified as being "at-risk."

Sixty-five parents/caregivers were interviewed in the spring of 1990. When asked,"How far in school do you want your child to go," 58% indicated they desired a high school diploma for their child, 28% a college degree, and, 8% said "as far as he can go." When asked, "How far do you think your child will go," 47% indicated their child would complete high school, 23% thought that their child would complete college, 16% did not believe that their child would graduate from high school, and 4% indicated that their child would drop out. Ten percent had no idea.

"EVALUATION ISSUES RELATED TO WRITING SKILLS OF COLLEGE EDUCATED PROFESSIONALS"

Robert K. Bauer, Armor School (Fort Knox), and Theodore M. Shlechter, Army Research Institute

The military and corporations have spent millions of dollars on training designed to improve writing skills of college educated professionals. Questions remain about the usefulness of such training and about the predictive value of professionals' performance on an indirect test of writing (i.e., knowledge-level tests of grammar and sentence construction) and their ability to write professional documents.

As part of the Military Police Officer Basic Course, 137 lieutenants completed both indirect and direct measures of writing skills. Of these students, 98 were placed in a writing enrichment program. The "Test of Standard Written English (TSWE)" was the indirect measure. The direct measures consisted of six different written exercises.

The enrichment program significantly improved the writing skills of officers who initially had deficient skills. There was a significant relationship between the indirect and direct assessment techniques. The indirect assessment also provided a statistically significant predictive measure of overall course averages. Support was provided for the usefulness of remedial writing programs and of indirect tests of writing performance.

"ACHIEVEMENT, SELF-ESTEEM, AND CAREER CHOICES OF RURAL STUDENTS"

Jean Wilson and Daniel Fasko, California State University, Long Beach

High school students in rural areas often have educational experiences that could be described as conservative and traditional. Previous research indicated these experiences may be adequate to ensure their educational achievement and development of positive self-esteem. Little evidence is available about how their experiences in school relate to rural students' views about career choice.

In the present study, 218 high school students in a small rural school participated in a study of their achievement, self-esteem, and career choice. Students completed the English, Math, and total battery of the Comprehensive Test of Basic Skills. They completed the Coopersmith Self-Esteem Inventory as a measure of their sense of worth or self-concept. To investigate their career choices, students were asked to rate their preferences among a list of nontraditional and traditional careers. Socioeconomic status was included as a variable, and students were categorized as free lunch, reduced lunch, or paid lunch.

Correlational analyses were conducted to determine the relationships between the variables of sex, achievement, self-esteem, socioeconomic status, and career choice of rural students. Further analysis identified the more influential factors in determining students' views toward non-traditional and traditional careers.

10:00 a.m. - 10:50 a.m. PROMOTING REFLECTIVE PRACTICE IN EDUCATION (Symposium)..........Bienville

Organizer: Edward P. St. John, University of New Orleans

Presenters: "OVERVIEW"

Edward P. St. John, University of New Orleans

Most fields of professional education have been heavily influenced by Donald Schon's work on training reflective practitioners. This symposium will examine what can be learned from pedagogy developed to promote reflective practice in education. University faculty, who have been engaged in developing strategies to help practitioners build reflective teaching and administrative skills, will discuss their own experiences and present strategies for promoting reflective practice in education.

"NOVICE/EXPERT REFLECTION PRACTICES"

Marylou Dantonio, University of New Orleans

Thoughtful inquiry into teaching requires experimentation. Teachers develop and refine theoretical understandings, practical knowledge, and instructional performance through focused reflection upon comparisons between planned instructional actions and teaching performance. This paper will discuss a peer coaching process for assisting teachers in lesson planning and providing feedback concerning lesson performance as it relates to lesson visualization. It will focus on the following three dimensions of instructional decision making by novice and experienced teachers: (1) methods of planning content and instructional process on the lessons, (2) perceptions of lesson management and classroom management, and (3) self-vision in relation to reflection on instructional delivery, student comprehension of instruction, and assessment of teaching performance.

"BUILDING REFLECTIVE PRACTICES WITH THE PRESERVICE TEACHER"

Joan Archer, University of New Orleans

Secondary education majors enter their first preservice course in the College of Education with content knowledge and preconceptions about the teaching/learning act that resembles a composite of their former educational experiences. Most of this can be summed up under the notions that teaching consists of telling students what they know about their content area and that classroom management is a system of punishment for infractions of the rules. Therefore, it is critical that the instructors of preservice teachers use classroom structure and pedagogical techniques which encourage reflective processes in the preservice teachers. This paper will discuss the use of journaling, listening, and coaching in simulated problematic situations as tools in the development of teacher expertise and reflective professional practices.

"WRITING, OF COURSE, AND REFLECTION"

Robert K. Wimpelberg, University of New Orleans

This paper will describe and discuss the use of writing in the higher education classroom as a vehicle for bringing the education student's experience into classroom learning. The author will present two uses of writing: (1) the spontaneous application of writing as a means of periodically focusing students on topics or issues as they arise during class time in university courses, and (2) a writing process that systematically exposes, records, refines, and diagnoses students' "craft knowledge" and personal caring about the topics that shape their traditional course papers. Both uses of writing enact reflective practice in the university classroom.

10:00 a.m. - 10:50 a.m. SCHOOLS AND CURRICULUM (Discussion) .... Cabildo

Presider: Dorren R. Schmitt, University of New Orleans

Presenters: "ACADEMIC ACHIEVEMENT MOTIVATION TRAINING WITH PREADOLESCENTS"

Keven R. Hughes and Carl R. Martray, Western Kentucky University

A right base of research findings exists providing implications for the development of an academic achievement motivation (AAM) training program. The purposes of the present study were to design, implement, and evaluate a school-based AAM intervention program.

Participants were all 4th-, 5th-, and 6th-grade students from two elementary schools, and were selected to provide separate, but comparable samples. A separate-sample, pretest-posttest control group design was used. Sixty students were randomly selected for testing. Condition (training vs. no training) and test (pretest vs. posttest) were the independent variables. Scores on the Antecent Attribution Test (AAT) and the Children's Academic Motivation Inventory (CAMI) were the dependent measures.

Results provided evidence to support the hypothesis that preadolescents' AAM may be positively related to training. Preadolescents who received AAM training obtained higher scores than preadolescents who did not receive training or were tested before training was begun. Thus, the training program holds promise for further research and intervention.

"IMPROVING THE DECISION-MAKING SKILLS OF AT-RISK YOUTH"

Rita G. Zerr, Tulane University

Economics research shows a direct relationship between the nation's educational level and its economy. Depending upon the period investigated, education accounts for 35-50% of the total income growth in the United States. If we seek to improve the economy of our nation, it is appropriate that economics as a science gains an earlier and more prominent position in the school curriculum. Economics emphasizes the need to make choices, provides a methodology for decision-making, and demonstrates the relationship between investment in human capital and productivity.

This paper will: (1) describe an economics program already piloted in nine states and piloted and conducted with 24 experimental and 24 control classes of elementary/middle/secondary at-risk students in Louisiana during 1990-91, (2) present the evaluation model specifically designed for the Louisiana research to be shared with the 50 states, and (3) analyze pretest data. While it will be impossible to measure the direct impact on dropout numbers until the research population reaches the ninth grade and is tracked through the twelfth grade, this evaluation model will measure indicators reflecting both affective and cognitive impact related to the economic content of the program and to the definition of at-risk children as stated by the 1988 Commission of the States.

"STUDENTS' INTEREST IN AND PERCEPTIONS OF FIVE-YEAR TEACHER EDUCATION PROGRAMS"

Joan C. Carson and Sally S. Blake, University of Mississippi

There are four popular teacher education program reform recommendations: (1) more general education for teachers, (2) an academic major, (3) fewer education courses, and (4) mentoring with an experienced teacher. The University of Mississippi is in the process of incorporating these recommendations into a five-year extended program scheduled for future implementation. This study investigated how students currently enrolled in a traditional four-year program perceive such an extended program.

In February 1990, 225 students enrolled in three education classes were surveyed. Students were representative of all program majors. Students were asked if they would enroll in an extended program, and they wrote anonymously on what they perceived to be the advantages and disadvantages of such programs.

Over 95% indicated they would not enter an extended program and would attend a different institution if their preferred institution offered only an extended program. Students cited few advantages and expressed as disadvantages: cost and time required; insufficiency of teacher salaries to justify such investment; insufficient number of qualified and accessible school-based mentors, especially in modest size districts; and numerous curricular/program concerns. Results and implications for teacher education program content will be presented. Attention and analysis of reform recommendations will also be included.

"PERCEIVED PARENTAL BEHAVIOR AND CHILDREN'S EDUCATIONAL VALUE"

Jupian J. Leung, University of Wisconsin, Oshkosh

A total of 127 school children, grades 4 through 8, responded anonymously to a number of questionnaire items designed to measure their educational value, self-perceived academic achievement, and their perception of parental behaviors.

Results show that children's educational value, as measured by the question, "How important is it for you to do well in school?" using a rating scale from one (not important) to seven (very important), was related to a number of perceived parental behaviors (e.g., My parents feel school is important for me; and My parents encourage me to do well in school). Children's educational value was also found to be significantly correlated with their self-perceived academic achievement, as measured by the question, "How well are you doing in school?" using a rating scale from one (very poorly) to seven (very well).

It was concluded that children's perceptions of parental behaviors were an important determinant of their educational value. The implications of these findings for the development of educational value in children will be discussed.

10:00 a.m. - 10:50 a.m. LANGUAGE AND STUDY SKILLS (Discussion) .... Pontalba

Presider: Melvin Franks, Mississippi Band of Choctaw Indians

Presenters: "A ROLE FOR EDUCATIONAL PSYCHOLOGISTS IN HIGHER EDUCATION: IMPROVING STUDY SKILLS AND INSTRUCTIONAL EFFECTIVENESS"

Craig H. Jones, Theresa L. Stone, and John R. Slate, Arkansas State University

Though most persons perceive educational psychologists as working only in public schools, educational psychologists have a unique background and professional training for assisting college students and faculty, for example: by helping college students develop more effective ways of notetaking, studying, and testtaking, and by enhancing the instructional effectiveness of college faculty.

In this paper, college students' typical academic behaviors were described based upon response to a 63-item questionnaire on academic behaviors collected from 259 college students at a mid-southern university. The authors have developed a manual that can be used to identify and remediate common deficiencies in students' notetaking, studying, and testtaking skills. This manual can be used by educational psychologists to design intervention programs, or it can be given to individual students as a form of self-help. In addition, educational psychologists can use our manual as a basis for consultation with college faculty who are interested in enhancing both their instructional effectiveness (e.g., improving lecture organization) and student performance.

"STUDY SKILLS OF HIGH SCHOOL SENIORS"

Stacey Bell, John R. Slate, and Craig H. Jones, Arkansas State University, and C. Douglas Saddler, California Lutheran University

Appropriate studying and notetaking skills are essential for learning. Most students, unfortunately, appear to have poor studying and notetaking (i.e., academic) skills. In addition, students procrastinate or delay completing activities until moments before a deadline. Poor academic skills and procrastination could interfere with efficient learning and influence students' grade point averages (G.P.A.).

The purpose of this study was to investigate academic behaviors and degree of procrastination for high school seniors and the influence of these variables on students' grades. Twelfth-grade students ($n=176$) from three high schools in northeast Arkansas completed two questionnaires - Study Habits Inventory (high school version) and Aitken Procrastination Inventory.

Students' academic skills were negatively correlated with degree of procrastination ($r=-.461$, $p>.001$), and positively correlated with overall G.P.A. ($r=.23$, $p>.001$), and positively correlated with overall G.P.A. ($r=.23$, $p>.001$) and the spring G.P.A. ($r=.19$, $p>.05$). The degree of procrastination was negatively correlated, though not significantly, with overall and spring G.P.A. Academic strengths for the top 25% and academic weaknesses for the bottom 25% of students were identified.

As expected, students with poorer studying and notetaking skills tend to procrastinate significantly more and have poorer grades than students with better academic skills. The findings should enhance educators' ability to target instruction toward more efficient studying and notetaking behaviors.

"A CRITICAL INCIDENT ANALYSIS OF REASONS FOR ACADEMIC SUCCESS"

Ann D. Chapman, J. Linward Doak, and Ronald V. Schmelzer, Eastern Kentucky University

Using the critical incident technique, a previous study indicated that seven major factors (time management, study environment, goal setting, study skills, emotional security, interest in topic, and active involvement) are strong determinants of academic success. This study attempted to further refine these seven factors and to describe the study habits and attitudes of a sample of upper level and graduate education students.

A survey instrument, The Critical Incident Study Behavior Survey (CISBS), was developed and validated. The CISBS, along with 12 demographic variables, was administered to 457 subjects.

The extent to which the critical factors influenced subjects' academic success was analyzed using the factors and the demographic variables. Preliminary results suggest that the seven factors were positively related to student success. However, the extent to which the factors were important to an individual differed depending on gender, age, working status, and family responsibilities.

Results suggest that education students should increase metacognitive awareness regarding their study behaviors and attitudes. Further, education faculty should help make students more cognizant of the critical factors that can result in academic success.

"AN ANALYSIS OF STUDY SKILLS OF COLLEGE FRESHMEN"

Richard S. Myers and Charlett A. Hollomon, Delta State University

Because many students bring to college poor study skills, their performance in class is hampered. Information concerning study skills is needed so that teachers may work for improvement.

A survey was administered in fall 1989 to 276 freshman students at Delta State University. The students' self-report of study skills was correlated with six study behaviors. Additional data were obtained from the UCLA Cooperative Institutional Research Program 1989 Freshman Survey. Study skills were related to grade point averages for the fall and spring semesters. Profiles of attitudes and characteristics of students were presented based on self-reported study skills.

Results of the survey show that 27% of the students think they have excellent study skills, while 60% study for a test by memorizing, 39% don't understand what they read, and 29% believe that asking for help would be admitting a lack of ability.

Outcomes were used to improve teaching and support services so that students may get maximum benefit from their college experiences.

10:00 a.m. - 10:50 a.m. READING (Discussion)..Ursuline

Presider: A. Jan Ruthven, Mississippi State University

Presenters: "WHERE DO KIDS GET THOSE WORDS? VOCABULARY ACQUISITION IN SCHOOL-AGE CHILDREN"

Ruth P. Eavenson, University of Chicago

Although research on vocabulary growth and acquisition has been conducted involving all age groups, a shift of focus occurs at the point of school entrance. In studies involving preschoolers, researchers have studied the natural development of vocabulary and focused on the family, particularly the mother, as the primary input source for vocabulary acquisition. In studies of children after the age of school entrance, however, the focus of research has been on the influence of schooling (e.g., direct instruction) on vocabulary development. Generally, this research has been unable to account for the thousands of words most children acquire every year and has been ineffective in devising intervention programs for those children whose vocabulary development lags behind that of their peers.

This paper begins with an overview of theories of vocabulary acquisition applicable to school-age children. A model of the mechanisms of vocabulary acquisition was constructed from the work of several theorists. Research of vocabulary was reviewed in the light of the model presented, and the conclusion was reached that the focus of research must be broadened beyond schooling to include study of all possible vocabulary input sources. The paper concludes with a theoretical consideration of the possible influence of the family, peers, and television on school-age children's vocabulary development.

"ATTENDANCE IN A STRUCTURED NURSERY AND ACHIEVEMENT IN FIRST AND SECOND GRADES"

Kenneth Clawson, Eastern Kentucky University, and Patricia Baldwin, Madison County (KY) Schools

This study examines the effects of attending a structured nursery school and academic achievement in reading, language, and math in first and second grades.

Ten first graders with nursery school experience were matched by I.Q. Scores with 10 students lacking nursery school experience. Twenty second graders with nursery school experience were matched with 20 students lacking nursery school experience. Data were collected at the end of the first grade and second grade, respectively, using the Comprehensive Test of Basic Skills (CTBS) to obtain scores in reading, language, and math. The t-test was used to compare the significance of the difference between mean scores of the experimental groups and the control groups with no nursery school experience.

Children with nursery school experience scored higher on the CTBS in reading, language, and math in first and second grades. The differences were significantly higher at the .05 level for first graders in reading and language, but not in math. There were no statistically significant differences for second graders in reading, language or math.

Nursery school increases academic achievement in the first grade, particularly in reading and language. The effects are not significant by the end of second grade.

"WRITING TO READ: PEN PALLING FOR A PURPOSE - A PILOT STUDY EXPLORING THE WRITING-READING RELATIONSHIP"

Marion E. Dana, Anthony J. Scheffler, Mark G. Richmond, and Sandra Smith, University of Southern Mississippi, and Howard S. Draper, Soldotna (AL) Elementary School

While it has been suggested, usually by way of anecdotal observations, that reading and writing impact each other, the intricacies of their relationship are not easily discerned. The present study explored the reading-writing relationship using control and experimental groups from two separate populations- college freshmen remedial readers and sixth graders. Both the college and sixth-grade treatment groups received writing instruction integrated with a traditional reading program and, as a vehicle for skills application and practice, pen palling was used between groups.

An analysis of the reading and writing proficiencies of the sixth-grade treatment group showed a significant increase in reading comprehension and a significant decrease in writing errors. The college treatment group showed a significant improvement in writing complexity. While the small population and short duration limits its generalizability, the data suggests that similar research in this area with larger samples over an extended period may yield a more detailed and generalizable understanding of the writing-reading relationship.

"IN SUPPORT OF WHOLE LANGUAGE TO INCREASE READING ACHIEVEMENT AND STUDENT MOTIVATION"

Carol J. Templeton, Chickasaw County (MS) Schools

The purpose of this paper is to discuss the benefits of the whole language approach to reading instruction. The whole language approach involves the integration of speaking, listening, reading, writing, and thinking. Many test-driven reading curriculums now isolate the aforementioned components into fragmented pigeonholes of subject matter in which there is little student interaction and, consequently, little meaningful learning.

The whole language approach allows students to share their stories through verbal and written communication in their own language. In addition, students participate in decision-making by selecting their reading materials. Writing, like speech, becomes a natural developmental process.

Techniques such as immersion, theme building, brainstorming and flexible grouping are effective parts of the whole language classroom. Immersion simply means immersion in language. The traditional basal reader may be shelved for other literature such as magazines, comic strips, Big Books, and poems. Through theme building, the teacher relates a variety of activities to a single theme. Through sharing, students realize that their contributions are important. Brainstorming allows students to make spontaneous contributions and, in turn, enhances learning and raises student self-esteem. An added plus is that all children can be drawn into participation. Flexible grouping permits students to be grouped into interest groups, temporary skill groups, and cooperative groups rather than homogeneous skill-based groups.

Because of the highly interactive, nonthreatening format of the whole language approach, student motivation and reading achievement will rise.

11:00 a.m. - 11:50 a.m. TEACHER EDUCATION (Discussion) .... Iberville

Presider: Ava F. Pugh, Northeast Louisiana University

Presenters: "AN INVESTIGATION OF TEACHER WARRANTY PROGRAMS"

Bill Ernest and Anne G. Tishler, University of Montevallo

The concept of issuing a quality warranty for graduates of teacher education programs has gained media attention and the attention of the profession recently. A teacher warranty program guarantees that a teacher education institution will provide assistance or further training for first-year teachers who are performing unsatisfactorily in the classroom.

This study was conducted to examine the kinds of teacher warranty programs that exist across the country, to determine the prevalence of these programs, and to investigate the changes, benefits, and/or problems these programs have caused for teacher education. A questionnaire was mailed to the 710 member institutions of the American Association of Colleges of Teacher Education.

Analysis of the survey data revealed wider acceptance of the concept of teacher warranty programs than prevalence of such programs. Services that existing programs provided for weak first-year teachers were: on-site supervision, analysis of lesson plans, analysis of videotaped lessons, or tuition-free coursework. Many schools indicated the possibility of implementing a teacher warranty program in the future. Commonly reported benefits of teacher warranty programs were increased rigor in the teacher education program, more careful selection of teacher candidates, and improved and intensified working conditions with the schools employing their graduates.

"EVALUATION AND COMPARISON OF STUDENT TEACHER RATINGS OF UNIVERSITY SUPERVISORS"

Susan Hart-Hester, University of Southern Mississippi; Donna Garvey, Mississippi State University; and Cynthia Ward, Mississippi State Department of Education

As public demand for quality teachers and educational programs continues, teacher education programs must assess the type of training provided to future teachers. In order to do this, the benefits of "practical" classroom experience and the guidance provided by university supervisors must be evaluated. Data gathered from such an evaluation provides useful information to guide both educators and school administrators in structuring student teacher programs.

This study evaluated the effectiveness of both full-time and part-time student teaching supervisors from the spring and fall semesters of 1989. A total of 224 student teachers completed a Likert scale response form at the end of their student teaching placements.

Results indicated that full-time supervisors, often working outside their major area of certification, received higher ratings than their part-time colleagues on every performance category. A comparison of both full-time and part-time supervisor ratings is displayed in table and narrative format. Also, a content analysis of written comments from student teachers is displayed and discussed. Implications of study results as they relate to evaluation and assessment of teacher education programs are discussed. In addition, several issues affecting the future of student teacher practicum experiences are highlighted.

"MISSISSIPPI STATE UNIVERSITY/STARKVILLE PUBLIC SCHOOLS TEACHER EDUCATION PARTNERSHIP PROJECT"

Arnold J. Moore and Neil G. Amos , Mississippi State University

The Mississippi State University/Starkville Public Schools Teacher Education Partnership model is an outgrowth of prior cooperative efforts between the College of Education and the Starkville (MS) Municipal Separate School District. A model kindergarten was established in 1979 which was adopted by the Mississippi Education Reform Act of 1982. Starkville schools, faculty, and administrators have traditionally worked together in teacher education. However, a shared responsibility for recommendations and decision-making is at the heart of this new partnership. This session will cover, in detail, how the model was developed, how it functions, and future goals and objectives for restructuring Mississippi State University teacher education programs through the partnership.

"PRESERVICE STUDENT TEACHERS' EXPECTATIONS FOR SUPERVISION"

Tricia McClam and Kathy Puckett, University of Tennessee

Research suggests that the quality of the student teaching experience is related to the student's expectations for supervision. The purpose of this study is to identify student expectations of the supervising teacher prior to the student teaching experience.

Prior to student teaching, 100 teacher education majors at the University of Tennessee-Knoxville were asked to describe in writing the qualities that make a person a good supervisor. Results were analyzed qualitatively, and four categories emerged as important for a good supervisor: competence, good judgment, personal qualities and abilities. An overriding concern in all categories was how students would be perceived by the supervisor in an evaluation sense.

Knowledge of student expectations of supervising teachers should enable university educators to tailor preservice study to reduce students' anxieties about the approaching experience by identifying and clarifying expectations. Awareness of student expectations will also assist the supervising teacher in facilitating the development of productive relationships with student teachers.

11:00 a.m. - 11:50 a.m. ATTITUDES (Discussion) .... Bonnet Carre

Presider: Stanley J. Henson, Arkansas Tech University

Presenters: "THE SOCIAL DISTANCE PERCEPTIONS OF RACIAL AND ETHNIC GROUPS BY COLLEGE STUDENTS"

Kathleen Handy Sparrow, Roslin Williams-Dixon, and David M. Chretien, University of Southwestern Louisiana

With the "Browning of America," everything in society will be altered from politics and industry to values and culture to education. Educators warn racism is on the rise in schools and on college campuses. Schools could play an important role in the transmission of positive attitudes toward racial and ethnic groups. Curriculum could be developed to include information on racial awareness or ethnic consciousness. Research reveals that children as young as three can correctly identify racial differences between blacks and whites. The development of children's racial attitude and behavior is a lengthy and complex process.

The Social Distance Scale was administered to 417 undergraduate students enrolled in sociology courses. The sample included 128 blacks, 275 whites, and 14 others (Hispanics, Asians, etc.). A score for 31 racial/ethnic groups was obtained and then ranked in terms of level of intimacy. The scale of seven statements ranged from "to close kinship by marriage" to "would exclude from my country."

Those persons with whom the respondents would like to associate are native-born white Americans, English, Blacks, French, and Canadians. On the next level are Japanese, Italians, Irish, Germans, and Jews. Near the bottom of the rankings are Mexicans, Vietnamese, Lebanese, and Iranians.

One index of the role of culture in patterning prejudice is the degree of similarity that exists in the response of a society's members to various racial and ethnic groups. To a considerable extent, the social distance rankings of minority group members are quite similar to those of dominant group members. Culture provides guideposts for intergroup relations. The interaction between members of the dominant and minority groups is mapped out or patterned by culture. Schools as agents of socialization can expose students to multicultural diversity within an academic setting.

"AN ANALYSIS OF ATTITUDES TOWARD THE VIETNAM WAR DISPLAYED IN CHILDREN'S AND YOUNG ADULTS' LITERATURE PUBLISHED AFTER 1982"

Nancy A. Verhoek, Mississippi State University, Meridian

Childrens' and young adults' literature mirrors societal events as well as the sociological aftermaths of these events. As a result, such literature may be incorporated into the social studies curriculum to enhance understanding of concepts presented. The study involved an analysis of examples of children's and young adults' literature published after the dedication in 1982 of the Vietnam Veterans Memorial in Washington, D.C.

A 20-variable checklist consisting of elements evoking the cognitive and affective domains was used as a basis for analysis. Variables included the sex, race, birthplace, and attitude toward the Vietnam War of the author and major/minor characters of the works. The mention or lack of mention of the Vietnam Veterans Memorial as a major/minor factor of the literary work was included as a checklist element.

The study findings indicated that the power of the Vietnam Veterans Memorial in recently published examples of childrens' and young adults' literature can not be underestimated. Pilgrimages have been made there to "meet" lost relatives and to resolve internal conflicts. The study may be replicated with an analysis of attitudes and memorial inclusions of children's and young adults' literature dealing with the World Wars and the Korean War.

"PRESERVICE TEACHERS' PERCEPTIONS OF TEACHER EFFECTIVENESS"

Nancy Draper, University of North Alabama, and Aubrey W. Shelton, Mississippi State University

Research has indicated that students enter teacher preparatory programs with perceived beliefs regarding the attributes of successful teachers.

The reform movement in education has spotlighted the need to evaluate and revise undergraduate programs to enhance students' awareness of teacher competencies related to teaching effectiveness. Specifically, many states have mandated numerous skills and competencies to be demonstrated by all beginning teachers. Knowledge and understanding of the new standards are needed by preservice teachers.

This study, based on a survey of 310 preservice teachers from Mississippi State University and Florida State University, had a two-fold purpose: (1) to determine preservice teachers' perceptions regarding the importance of teaching competencies included in two state teacher evaluation instruments, and (2) to determine the students' perceptions regarding their level of competence on the same items. The majority of the preservice teachers perceived the teaching competencies as very important and felt they were competent in these areas.

"AN EXAMINATION OF TEACHERS' ATTITUDES OF A SIX-YEAR CAREER LADDER PROGRAM"

Oneida L. Martin, Tennessee Technological University

Despite state reform efforts to promote and retain effective teachers with merit incentive programs, teachers are increasingly leaving the profession (McNeil, 1986). Some teachers who remain feel incentive programs do not improve their teaching, but create teacher competition (Ginsberg & Berry, 1990).

The study examined 63 teachers' career-ladder status in relationship to teacher evaluation attitudes. Employing a five-point Likert-scale instrument, teachers' sense of growth and effectiveness from evaluations was surveyed. ANOVA tests were conducted to test the effects of current and anticipated career level, as well as the effects of local and state evaluations. Correlations of individual items on the scales were examined for possible relationships between career status and attitudes.

Although most of the teachers (73%) applied for the incentive program, 31% felt the program was a burden and was stressful. Employing teacher evaluation in the profession was related to evaluative processes at the state level ($r=.64$). Career ladder levels did not affect how teachers felt about teacher evaluations ($F=3.34$, $p>.05$).

A major conclusion was that teachers want to know their strengths and weaknesses. They do not want their strength depleted with unnecessary paperwork. To retain effective teachers, policymakers and school leaders should focus on improving working conditions.

11:00 a.m. - 11:50 a.m. SCIENCE AND MATHEMATICS INSTRUCTION IN RURAL PUBLIC SCHOOLS (Symposium) .... Bienville

Organizer: Henry Outlaw, Delta State University

Presenters:

"SCIENCE INSTRUCTION IN RURAL MISSISSIPPI: 1989 RESULTS"
Jill Harper and Henry Outlaw, Delta State University

"MATHEMATICS INSTRUCTION IN RURAL MISSISSIPPI: 1989 RESULTS"
Keith Schaeffer and James Reid Jones, Delta State University

"ATTITUDES OF SCIENCE AND MATHEMATICS TEACHERS"
Carrie Bell, John G. Thornell, and Malcolm McEwen, Delta State University

"SCIENCE STUDENT ATTITUDES USING TEXTUAL VERSUS 'HANDS ON' APPROACHES"
Teresa Stiedle and John G. Thornell, Delta State University

"BUILDING AN ALLIANCE BETWEEN BUSINESS, UNIVERSITY, AND THE RURAL DISTRICT"
Joe Greever and B. Jane Greever, Delta State University

Studies reported by the Carnegie Corporation have repeatedly pointed out that America's public schools are among the "science-poor" sectors of this nation. Alliances between businesses, universities, and "science-rich" sectors are recommended. However, rural public schools are even more isolated from science and mathematics alliances than are most schools. Further, rural schools receive far less local financial support and have a smaller tax base than other schools. Specific financial commitments for mathematics materials, computers, and scientific laboratory equipment represent a substantially greater burden for the rural school.

The rural context for mathematics and science instruction has not been studied sufficiently by educational researchers. The present symposium combines four studies from this area, emphasizing the economic aspects, achievement, and attitudes of teachers and students.

The first paper reports on the availability of certified science and mathematics teachers in the rural districts. Significant relationships were demonstrated between student enrollment in college core curriculum and performance on the 1989 American College Test.

The second paper demonstrates significant relationships among economic factors, size of district, and mathematics test achievement for 1989 Stanford Achievement Tests and ACT scores in 75 rural counties in Mississippi.

The third paper argues that the affective domain is an important factor in science and mathematics instruction. Student and teacher attitudes were surveyed using the Test of Science-Related Attitudes (TORSA).

The fourth paper notes that the lack of science laboratory facilities has led to a largely textbook approach to science instruction. The Attitude Toward Science in School Assessment (ATSSA) was used to compare groups of students who have had "hands-on" laboratory experience with students who have been limited to textbook instruction.

The fifth paper responds to these reports with recommendations for developing cost-effective mechanisms for sharing laboratory resources and working with regional universities and businesses.

11:00 a.m. - 11:50 a.m. **TESTS: PSYCHOLOGY AND COUNSELING (Discussion)........................Cabildo**

Presider: Marion E. Dana, University of Southern Mississippi

Presenters: "WHY ASSESSMENT SPECIALISTS ERR IN SCORING INDIVIDUAL INTELLIGENCE TESTS"

Craig H. Jones and John R. Slate, Arkansas State University

Research indicates that assessment specialists consistently make errors in administering and scoring individual intelligence tests, even though graduate instruction in individual intelligence testing is required for licensure or certification. These errors influence IQ scores and can cause deleterious consequences for examinees.

In this paper, administration and scoring errors are explained using the indistinction between contingency governed behavior (i.e., controlled by actual consequences) and rule governed behavior (i.e., controlled by verbal descriptions of consequences). Appropriate administration and scoring of individual intelligence tests involves following rules specified in test manuals, but no naturally occurring consequences reinforce following these rules. Although instructors provide consequences during training (e.g., feedback, grades, etc.), standard instructional consequences are infrequent and delayed. Once in professional practice, examiners are shaped primarily by contingencies in testing situations. Many of these contingencies, such as time pressure, examiner expectations, and so forth, induce inappropriate behaviors. For example, time pressure may cause an examiner to fail to prompt following an incorrect response when the manual clearly calls for a prompt. This error is reinforced by faster completion time, making similar errors likely to occur. Thus, training and practice must be revised to strengthen rule following by examiners.

"VALIDATION OF AN ADOLESCENT DRUG ABUSE PREDICTIVE SCALE"

Joseph B. Williams, Alabama Department of Corrections; Patti L. Harrison and Carl E. Cecil, University of Alabama; and Kevin R. Hughes, Western Kentucky University

The purpose of this study was to provide validation evidence for an instrument designed to predict adolescent drug abuse. The questionnaire was designed to assess certain environmental and psychological influences that have been found to be associated with adolescent drug abuse. Participants were 300 adolescents. Three samples were included: a cluster sample (n=100), a sample of non-abusers (n=100), and a sample of known abusers (n=100).

Coefficient alpha for the scale was .85. Test-retest reliability was .84. A significant relationship was demonstrated between total scores for a sample of adolescents and reported frequencies of drug usage (r=.59). A significant difference was observed between mean raw scores of non-abusers and abusers. Four sets of factor scores were obtained for each participant in the non-abuser and abuser standardization samples, and a discriminant analysis procedure indicated significant F ratios on all variables. Also cross-validation indicated that the discriminant function coefficients were effective in predicting group membership.

Results indicate that the scale may be a reliable and valid measure of adolescents' tendency to abuse drugs. Teenagers identified as at-risk for drug abuse by this scale could be referred for possible intervention. Additionally, current abusers could be identified and placed in a treatment program.

"A STUDY OF THE INFLUENCE OF EARLY ADOLESCENTS ON PARENT DECISION MAKING"

Stanley J. Henson, Arkansas Tech University, and Mary I. Henson, University of the Ozarks

This study was designed to yield information about the extent to which early adolescents perceive how they can influence the decision-making and behaviors of their parents. Adolescents tend to adopt their parents values, beliefs, and goals; adolescents tends to socialize and influence their parents also.

Parental influence constituted the dependent variable, and black-white, rural-urban, male-female, and grade constituted the independent variables. A 2X4 ANOVA was performed to measure the main effects and any significant differences of interactions between the groups. The subjects consisted of 1,383 early adolescents from grades six through nine and were randomly selected from schools in Arkansas. The subjects were administered Thornberg's 100-item Mid-Years Opinion Questionnaire.

Significant F ratios were found for the main effects ($F=2.09$; $p<.001$) and sex ($F=9.54$; $p<.002$). Interaction between ethnic black-white groups and grade was found significant ($F=5.71$; $p<.001$). No significant interaction was found between males and females, rural-urban subjects, and grade.

This study shows two important factors. First, male early adolescents tend to believe that they have more influence with parent decision making than females. Second, Black subjects in the seventh and eighth grades believe that they have influence in parental decisions but not at the sixth or ninth grade.

"DIFFERENTIATING MALE ALCOHOLICS FROM NONALCOHOLIC PSYCHIATRIC PATIENTS BY MEANS OF THE INTERPERSONAL BEHAVIOR SURVEY"

Melvin R. Wilson, Mississippi State University

Using the MacAndrew Alcoholism Scale (MAC) of the Minnesota Multiphasic Personality Inventory (MMPI) as a model, the purpose of this study was to develop a new subscale on the Interpersonal Behavior Survey (IBS) that would differentiate alcoholics from nonalcoholic psychiatric patients on the basis of aggressiveness and assertiveness. Subjects ($N=265$), 134 male alcoholics and 131 nonalcoholic psychiatric patients, participated in the study by voluntarily completing this IBS.

A chi-square item analysis and a stepwise logistic regression was computed between two standardization groups ($n=100$) and two cross-validation groups ($n=34$; $n=31$) on each of the 272 items on the IBS. Of the 272 IBS items, 22 were found to discriminate significantly ($p<.01$) between the alcoholics and nonalcoholics in the study. The logistic regression model correctly classified 82% of the alcoholic subjects in the standardization groups and 71% in the cross-validation groups. A profile analysis also revealed significant differences between the two groups on eight of the 21 existing IBS scales at $p<.01$ and two of the scales at $p<.05$.

Upon further validation, the 22 items that identified alcoholics in this study could be developed into a reliable new subscale for the IBS. The new subscale could be used to screen persons for alcoholism in a number of therapeutic settings.

11:00 a.m. - 11:50 a.m. ADMINISTRATION (Discussion) .... Pontalba

Presider: Landa Trentham, Auburn University

Presenters: "A PRELIMINARY INVESTIGATION OF SUPERINTENDENTS' PERCEPTIONS REGARDING RECRUITMENT AND SELECTION OF PRINCIPALS"

Mark A. Baron, University of Alabama

Current research suggests that the principal's effectiveness is the key to a successful instructional program. Despite the importance of employing the most qualified individual for the principalship, there is a considerable lack of uniformity among superintendents regarding principal recruitment and selection practices.

A small random sample of the nation's superintendents rated the importance of 42 recruitment and selection practices on a seven-point Likert-type scale. After computing item means and rankings, reliability measurements were used to eliminate all items which failed to correlate significantly ($p<.05$) with the total-instrument. The 22 items retained in the final instrument were subjected to a principal-factor analysis, with the resulting factor matrix rotated orthogonally to produce the simplest structure.

Development of an accurate job description and professional references were the most important recruitment procedures and selection criteria, respectively, while employing an outside interviewer and candidate's marital status were rated as least important. A total of six factors were extracted from the 22 final instrument items. Three of the factors related to how well the candidate "fits" into the school system and community, two related to advanced academic preparation, and the last factor related to candidate's personal background.

"THE EFFECTIVE ELEMENTARY SCHOOL PRINCIPAL: THEORETICAL BASES, RESEARCH FINDINGS AND PRACTICAL IMPLICATIONS"

I. Emett Burnett, Jr., Xavier University (LA), and Anita M. Pankake, Kansas State University

Meaningful school reform requires a precise concept of effectiveness in the practice of the elementary school principalship. The position was taken that major findings of the Effective Schools Research can be synthesized with key concepts drawn from organizational theory and management studies to provide a viable definition of such effectiveness.

The effective elementary school principal was defined as "the officially designated administrator/leader of a school comprising one or more grade levels of the K-8 continuum who: (1) has identified and prioritized specific measurable educational outcomes desired for the school, and (2) can demonstrate empirically the extent to which those prioritized goals have been achieved within a specified time schedule." Development of requisite instructional leadership, "the continuous and harmonious process of releasing the creative human potential of the instructional staff of the school in such a manner that the educational goals of the school are achieved," was addressed by interfacing major findings of the Effective Schools Research with selected concepts from Getzels and Guba, Abraham Maslow, and Carl Glickman. A set of mnemonic devices was presented to help the practitioner assess his/her point on the scale of effectiveness.

"THE RELATIONSHIP OF TEACHERS' ACCEPTANCE OF AUTHORITY AND LOCUS OF CONTROL"

Sam T. Wilkes, Mississippi State University

The purpose of this study was to investigate the relationship of teachers' acceptance of authority and locus of control. Total respondents included 106 teachers from four selected Alabama high schools. The instrument utilized to measure the acceptance of authority by teachers was the Zones of Indifference Instrument by Wilkes and Blackbourn. To measure teachers' locus of control, Rotter's Internal-External Scale was utilized. A multiple regression statistical program was used to correlate internal positive and negative locus of control with the acceptance of authority measures. No significant differences were found in either factor or total score of the Zones of Indifference and the teachers' locus of control.

"THE RELATIONSHIP BETWEEN TEACHERS' PERSONALITY FACTORS AND THEIR COMPLIANCE WITH ADMINISTRATIVE DIRECTIVES"

Janet C. Henderson, Mississippi State University

The relationship between teachers' personality factors and their compliance with administrative directives as measured by Form B of Cattell's Sixteen Personality Questionnaire and the Zones of Indifference Instrument respectively was investigated. The subjects consisted of 158 elementary public school teachers in Mississippi. Data were analyzed using simple correlation and multiple regression procedures at the .05 level of significance.

Findings indicated that teachers described as submissive, sober, conscientious, tender-minded, trusting, and shrewd were more likely to comply with principals' directives of both teacher-determined practice and administrator-determined policy. Teachers described as practical were found to be more compliant with directives involving teacher-determined practice. Teachers characterized as self-assured, conservative, and emotionally stable were found to be more compliant for administrator-determined policy.

Factors F (sober) and G (conscientious) significantly predicted compliance to directives involving teacher-determined practice. Factors L (trusting), I (tender-minded), and N (shrewd) were identified as the best predictors of compliance of administrator-determined policy. Factors F (sober), G (conscientious), L (tender-minded), and I (shrewd) significantly predicted compliance to directives for the total score of the instrument. Recognition and awareness of personality differences in teachers were recommended for administrators during the current climate of mandated reform and change.

11:00 a.m. - 11:50 a.m. AT-RISK STUDENTS (Discussion) .... Ursuline

Presider: Dwight Hare, Mississippi State University

Presenters: "EVALUATING THE SECOND YEAR OF A COUNTY SCHOOL DISTRICT'S DROPOUT PREVENTION PROGRAM"

Judy L. Giesen and Kathleen A. Bolland, University of Alabama

The Alabama Students Staying in School Together Program (ASSIST) motivates at-risk elementary and secondary school students to stay in school by helping them become active members of the formal academic structure and the informal peer culture. The ASSIST Program has seven objectives: identification of at-risk students, parent involvement, positive peer influence groups, peer teaching groups, peer facilitating and helping groups, staff development, and an outreach program to communicate with students who have dropped out of school in an effort to convince them to return to school.

The staff selected 178 students for the program from more than 1,000 referrals from four high schools, two junior high, and thirteen elementary schools. The staff worked with students to enhance their self-concepts, to develop better attendance habits through the Early Warning Program, and to improve their academic performance through tutorial assistance.

To evaluate the ASSIST program, the following were analyzed: first and second semester measures of dropout proneness; first and second semester absences; first and second semester reading and math scores; and the results of a student, parent, and teacher survey regarding opinions about the effectiveness of the program. The results from the evaluation will provide guidance for the program in the next school year.

"SCHOOL FACTORS WHICH INFLUENCE AT-RISK STUDENTS ATTITUDES TOWARD SCHOOL AND AFFECT THEIR PERFORMANCE IN SCHOOL: THE SELF-REPORTS OF 190 KENTUCKY HIGH SCHOOL STUDENTS"

Randall L. Wells and Donna Gaus, University of Louisville, and Mary Esselman, Kansas City School District

There is empirical as well as theoretical support for redefining the dropout problem that takes into account the role played by school factors. Research about school factors which contribute to at-risk students' negative attitudes towards school and which influence at-risk students to drop out can provide the foundation for school-based reform.

The findings of this paper are based on a study of the factors which influence students to drop out of school as reported by 190 Kentucky high school students who had been identified as being at-risk of dropping out of school. These students were experiencing high absenteeism, discipline problems, and/or had experienced academic failure as evidenced by low grades or retention. Relationships between living in a single parent family, having a child, being married, and living in a poor family and being at-risk were also examined.

Semi-structured, open-ended interviews with students from a cross section of urban and rural area high schools in Kentucky revealed that students' perceptions of teachers' attitudes toward them, their perceptions of the fairness of the discipline system, and teachers' methods of delivering instructional content were among the school factors which were influencing their attitudes toward school. At-risk students who were considering dropping out of school, or who had dropped out and returned, revealed they were weighing these factors in deciding whether to remain in school.

"CATCH THEM EARLY"

Gloria C. Correro, Mississippi State University, and David W. Walker, University of Southern Mississippi

The early identification of children with developmental delays and who may be at-risk for school failure necessitates developing procedures for identifying those children. The possibility of using the Stanford Early School Achievement Test, Level 1 was explored to determine if at-risk high incidence special education students and academically successful students would perform differently.

Using longitudinal research data collected on 3,500 children in 1985, 202 children were randomly selected to identifying classroom placement in the 1989-90 school year. Test scores of these children were submitted to profile analysis. Then a discriminate analysis was used to identify subtests which discriminated membership in the two groups.

Academically successful students did have a significantly different profile than at-risk/special education students. The discriminate function identified group membership for 67% (p<.01) of the subjects. Teacher/parent referrals tended to be subjective and led to placement bias, and individual assessment resulted in high expenditure of human and monetary resources. Consequently, the results of this study suggest that SESAT-I may be used to improve the early childhood screening process.

"IDENTIFICATION OF AT-RISK STUDENTS IN SELECTED MISSISSIPPI PUBLIC SCHOOLS"

Julia H. Carskadon, Mississippi State University

Based on the review of the literature, the following research questions were asked about at-risk students: (1) Is there a significant difference in SAT test gain scores of students who were in Chapter I and stayed in Chapter I vs. students who were in Chapter I and left Chapter I? (2) Is there a significant difference in SAT test gain scores of students who were on the free-lunch or reduced-lunch program and students who paid for their lunch? (3) Is there a significant difference in test gain scores made by retained and non-retained students?

Pertinent data was collected on 2,092 students in grades 2-6 in five Mississippi school districts. Analysis of covariance was used to analyze the data. There was a significant difference found between students who stayed in chapter programs and those who left, and between retained and non-retained students.

These results confirm what the literature says: that retention in grade is a good predictor of future dropping out of school. Further investigation is needed to find other alternatives to retention for at-risk students.

MSERA CONSTITUTION AND BYLAWS

CONSTITUTION AND BYLAWS OF THE MID-SOUTH EDUCATIONAL RESEARCH ASSOCIATION
(As Amended November 10, 1988)

CONSTITUTION

ARTICLE I

NAME AND MEMBERSHIP

The organization shall hereafter be known as the Mid-South Educational Research Association. Any person who supports the purposes of the Association shall be eligible for membership and shall be an active member in this organization upon payment of annual dues as provided in the bylaws.

ARTICLE II

PURPOSES

The Mid-South Educational Research Association shall be a non-profit incorporated educational organization whose purposes are to encourage quality educational research in the Mid-South and to promote the application of the results of quality educational research in the schools.

Said corporation is organized exclusively for educational and scientific purposes; i.e., as a non-profit educational organization whose purpose is to encourage and provide results of quality educational research in elementary and secondary schools and in institutions of higher learning, including, for such purposes, the receipt of donations and books to further educational research and the making of distributions to organizations that qualify as exempt organizations under section 501 (c) (3) of the Internal Revenue Code of 1954 (or the corresponding provisions of any future United States Internal Revenue Law).

No substantial part of the activities of the corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of any candidate for public office. Notwithstanding any other provision of these articles, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from corresponding provision of any future United States Internal Revenue Law) or (b) by a corporation, contributions to which are deductible under section 170 (c) (2) of the Internal Revenue Code of 1954 (or the corresponding provision of any future United States Internal Revenue Law).

In the event of dissolution of the corporation, any assets remaining after paying all liabilities shall revert to and become the property of an organization which is qualified under section 501 (c) (3) of the Internal Revenue Code of 1954 amended.

ARTICLE III

INCORPORATION

The Association shall be incorporated upon provision of the laws of the State of Mississippi.

ARTICLE IV

OFFICES AND TERMS OF OFFICE

Section 1.a. The governing body of the Association shall consist of a President, Vice-President/President-Elect, Secretary-Treasurer, Immediate Past-President, Directors, and Executive Secretary, who are members of the Association. These officials shall constitute the Board of Officers and Directors of the Association (hereafter called the Board of the Association). The term of office for each elected official shall begin on the first day of the calendar year following election to the Board of the Association.

b. The Directors shall consist of four members at large; one from among the representatives of elementary-secondary schools; one from among the representatives of the State Departments of Education; and one from each of the constituent states.

Section 2.a. The Officers of the Association who serve as Vice-President/President-Elect and Secretary-Treasurer shall be elected at the Annual Meeting of the Association for a term of one year. The Vice-President/President-Elect shall succeed automatically to the office of President for a term of one year upon completion of a term as a Vice-President/President-Elect or upon the occurrence of a vacancy in the office of President. Each officer shall serve until a successor assumes office except for the Vice-President/President-Elect who would succeed to the office of President due to a vacancy in the office.

b. The Directors of the Association shall be elected for a term of two years. The Directors elected at large, the Director representing the elementary-secondary schools, and the Director representing the State Departments of Education shall be elected at the Annual Meeting during odd-numbered years, and the Directors representing the states shall be elected at the Annual Meeting during even-numbered years. Each Director shall serve until a successor assumes office.

c. All elective Officers and Directors will be eligible for reelection to the offices that they hold for one additional term except the Vice-President/President-Elect, who is restricted to one term, and the Secretary-Treasurer, who is not restricted as to the number of terms served.

d. In case a vacancy occurs in the office of Secretary-Treasurer or among the Directors, the successor to fill the vacancy shall be named by a majority vote of the Board of the Association. If a vacancy occurs in the office of Vice-President/President-Elect, the office will be filled by election at the next Annual Meeting of the Association. Any person who is named to fill an unexpired term shall be eligible for election to the office to which the appointment is made.

Section 3. The Immediate Past-President of the Association shall be an ex officio voting member of the Board of the Association and shall serve during the term of office of the successor as President.

Section 4. The Board shall appoint an Executive Secretary of the Association who will be an ex officio non-voting member of the Board and will serve at the pleasure of the Board.

Section 5. The President, Vice-President/President-Elect, Secretary-Treasurer, and Immediate Past-President shall constitute the Executive Committee of the Board.

Section 6. The Officers, Directors and Executive Secretary of the Association shall be residents of the constituent states during their terms of service on the Board. Any vacancy on the Board that occurs as a result of a failure to comply with this requirement shall be filled in the manner prescribed herein for the respective office.

ARTICLE V

MEETINGS OF THE BOARD OF THE ASSOCIATION

The Board of the Association shall hold at least two meetings per year at sites designated by the President. One meeting shall be held for the purpose of outlining and planning activities for the Association's Annual Meeting including the program for the Association, approving the annual budget, approving changes in the constitution and bylaws, and discussing such other matters of business that need to be addressed at that time. The second meeting shall be held prior to the Annual Meeting of the Association for the purpose of finalizing program plans, acting upon proposed changes in the constitution and bylaws, and conducting such other business as the President or other members of the Board may deem necessary.

ARTICLE VI

NOMINATION AND ELECTION OF OFFICERS AND DIRECTORS

Section 1.a. A slate of nominees for Officers and Directors to be elected at the Annual Meeting of the Association will be named by a committee appointed by the President and composed of equal representation from each of the constituent states.

b. Nominations for any position may be made to the committee by any active member of the Association, provided that the member secures (1) the written permission of the nominee and (2) the signatures of four other active members endorsing the nomination. The committee shall establish and announce a deadline for receiving nominations.

Section 2. The nominating committee shall announce the nominations for all positions, direct the preparation of ballots, and conduct the election. The President will announce the results of the election at the business session of the Annual Meeting of the Association.

Section 3. The elective Officers and Directors of the Association shall be named by secret ballot of the members attending and voting at the business session of the Annual Meeting of the Association. A majority of the votes cast shall be required to elect Officers and Directors except for the Directors elected at large. A plurality of the votes cast on ballots for Directors elected at large shall be required for election.

Section 4. Each Director representing a constituent state shall be elected by the members of the Association who are for the state represented by the respective Director.

ARTICLE VII

MEETINGS OF THE ASSOCIATION

The Association shall hold an annual meeting at such time and place as is designated by the Board of the Association.

ARTICLE VIII

BYLAWS

The Association may adopt such Bylaws as are necessary for its operation by a majority of the active members present and voting at any Annual Meeting of the Association. Such Bylaws shall not be in conflict with the provisions of this constitution. Bylaws or their modification may be proposed by an active member of the Board of Directors or any active member of the Association.

ARTICLE IX

AFFILIATIONS

A state research association whose members are desirous of promoting the purpose of this Association and sharing in its work may become affiliated with this organization as provided in the Bylaws.

ARTICLE X

AUTHORITY FOR CONDUCTING MEETINGS

Section 1. Robert's Rules of Order shall serve as the guide to be followed in conducting all regular and special meetings of the Association and the Board of the Association. At the beginning of each session, the President will name a parliamentarian to advise on all parliamentary questions during the meeting.

Section 2. This constitution shall go into effect immediately upon acceptance by a three-fourths majority vote of the members of the Board of the Association attending and voting at a regular Board meeting and by a three-fourths majority vote of the members attending and voting at a regular meeting of the Association.

ARTICLE XI

AMENDMENTS

Section 1. This constitution may be amended at any time by written recommendations of any active member, provided that (1) the member secures signatures of four other members to the proposed amendment, (2) the member submits this petition to the Board of the Association for action no less than six months prior to the Annual Meeting of the Association, (3) the amendment is approved by a two-thirds majority vote at a minimum of two meetings of the Board, and (4) the amendment is approved by a two-thirds majority vote of the active members attending and voting at the Annual Meeting of the Association.

Section 2. The activities of the Association shall be regulated by the Bylaws. These may be amended at any Annual Meeting by a majority vote of those present and voting, provided that written notification of the prospective amendment has been given to the members prior to the Annual Meeting.

BYLAWS

ARTICLE I

CONSTITUENT STATES OF THE ASSOCIATION

The constituent States of the Association include Alabama, Arkansas, Kentucky, Louisiana, Mississippi, and Tennessee.

ARTICLE II

DUTIES OF THE OFFICERS AND DIRECTORS OF THE ASSOCIATION

Section 1.a. The President shall preside at all regular and special meetings of the Association and all regular and special meetings of the Board, or shall designate an individual to assume this responsibility.

b. The President shall ensure the coordination of all activities of the Association through cooperative efforts with the Executive Secretary, shall represent the Association at all regular and special functions, shall speak for the Association at all times while serving as President, and shall prepare the annual budget.

c. The President shall appoint committees of the Association and delegate specific responsibility as necessary.

d. The President shall appoint a newsletter editor who shall edit a newsletter and distribute it to all members of the Association.

e. The President shall appoint an editor for the Proceedings of the Annual Meeting.

Section 2.a. The Vice-President/President-Elect shall assist the President at all times. In the case of the resignation or incapacity of the President, the Vice-President/President-Elect shall assume the office of President and complete the unexpired term. In such case, the Vice-President/President-Elect shall also serve the subsequent full term as President that would have accrued by succession to the office.

b. The Vice-President/President-Elect shall be responsible for the preparation and dissemination of current revisions and additions to the Operations Manuals of the Association. These materials shall be distributed at biannual meetings of the Board and the committee chairpersons as appropriate.

Section 3.a. The Secretary-Treasurer shall conduct the correspondence for the Association, keep minutes and records for all regular and special meetings of the Association, keep minutes and records for all meetings of the Board, keep account of and report all monies received, write checks as authorized by the Board, and supervise registration at the Association's Annual Meeting.

b. The Secretary-Treasurer shall prepare and distribute minutes to the Board Members for any regular and special meetings within six weeks after the conclusion of each meeting. Unless there is written notice from any Board Member within four weeks after the distribution of the minutes concerning errors in the minutes, these shall become the official record of the proceedings of the meeting upon approval by the Executive Committee of the Board.

c. The Secretary-Treasurer shall prepare and submit the books of the Association for an annual audit to be conducted after the close of the business year by an active member, other than the incoming or outgoing Secretary-Treasurer, appointed by the incoming President.

Section 4. The Directors elected at large shall attend all regular and special business meetings of the Board, stimulate interest in the membership of the Association and perform such responsibilities as are designated by the President.

Section 5. The Directors who represent the elementary-secondary schools and the State Departments of Education shall attend all regular and special meetings of the Board, coordinate activities within these groups, actively solicit memberships in the Association from their respective groups, and perform such responsibilities as are designated by the President.

Section 6. The Directors who represent the various states shall attend all regular and special meetings of the Board, solicit memberships in the Association from their states, and perform such responsibilities as are designated by the President.

Section 7.a. The Executive Secretary shall be responsible for coordinating the work of the Association and serving as advisor in all activities of the Association.

b. The Executive Secretary shall provide liaison with other professional organizations and entities on behalf of the Association.

c. The Executive Secretary shall provide a repository of historical documents and records of the Association.

d. The Executive Secretary shall maintain a current compilation of the policies and procedures approved by the Board.

e. The Executive Secretary shall maintain records of membership for the Association.

f. The Executive Secretary shall perform business and communication functions of the association as directed by the Board.

Section 8.a. The Executive Committee of the Board will meet on call of the President of the Association. The committee shall have general supervision of the affairs of the Association between meetings of the Board, shall make recommendations to the Board on any matters affecting the Association, and shall perform such other duties as the Board may assign to the Executive Committee.

b. Notice of all meetings of the Executive Committee and actions taken at these meetings shall be reported promptly to the entire membership of the Board. Actions of the Executive Committee shall be in conformity with these Bylaws and shall be subject to approval of the Board at its next meeting.

ARTICLE III

MEMBERSHIP DUES AND OTHER FEES

The Board of Directors has the authority during any budget year to establish the annual dues and also fees effective the subsequent year.

ARTICLE IV

BOARD OF DIRECTORS

The absence of a Board Member from two meetings during a term of office shall constitute grounds for declaring the office vacant. In such case, the Board shall determine the reasonableness of the absences. If the Board deems that the absences are without merit, it shall declare the office vacant. In the case of an elective office except for the office of Vice-President/President-Elect, the successor to fill the vacancy shall be named by a majority vote of the Board of the Association.

ARTICLE V

AFFILIATION WITH THE ASSOCIATION BY STATE RESEARCH ASSOCIATIONS

Section 1. The Association may establish affiliate relationships with state research associations in the Association's region that promote the purposes of the Association.

Section 2.a. The Association shall act on a request for affiliation by a state research association upon the submission to the President of the Association of a petition requesting affiliation which has been approved by the membership of the state research association and a copy of the constitution and bylaws of the state research association.

b. The establishment of an affiliate relationship between the Association and a state research association must be approved by a majority vote of the members of the Board of the Association attending and voting at a Board meeting and a majority vote of the members of the Association attending and voting at the Annual Meeting of the Association.

Section 3.a. The affiliate relationship between the Association and a state research association shall have as a provision that each organization may appoint a non-voting representative to serve on the board of its affiliate organization. The appointment of the Association's representative to an affiliated state research association shall be made by the President. The appointment of the state research association representative to the Board of the Association shall be made in the manner prescribed by the state research association.

b. The Association and an affiliated state research association shall advise their members of the activities of both organizations. Each organization shall encourage membership and participation in the other organization by persons from the state served by the state research association.

c. The Association and an affiliated state research association shall advise their members of the activities of both organizations. Each organization shall encourage membership and participation in the other organizations by persons from the state served by the state research association.

d. The Association and an affiliated state research association may cite their affiliation with each other where appropriate and desirable. The Association shall be identified as the senior organization because of its multi-state, regional scope.

e. The affiliation between the Association and a state research association shall not infringe upon the automony of either organization nor cause either organization to incur any responsibility for the financial obligations of the other organization.

f. The affiliation between the Association and a state research association may be terminated at any time by the decision of either organization. The decision by the Association to terminate the affiliation with a state research association must be approved by a majority vote of the members of the Board attending and voting at a Board meeting and a majority vote of the members of the Association attending and voting at the Annual Meeting of the Association.

g. Membership of an individual in either the Association or an affiliated state research association shall not constitute nor imply membership in the other organization.

ARTICLE VI

ARCHIVES OF THE ASSOCIATION

Section 1. The Board of the Association may designate one or more educational agencies and/or institutions to serve as official archives of the Association.

Section 2.a. The establishment of archives for the Association shall require approval by a majority vote of the members attending and voting at any regular Board meeting.

b. Archives shall be established by entering into a formal agreement between the Association and an educational agency or institution that includes specifications of the materials to be placed in the archives, the operational procedures for maintaining the archives, the services to be provided for users, and other matters as determined by the Board and the agency or institution.

c. Any educational agency or institution that maintains archives for the Association shall be located within the Association's region.

Section 3.a. An educational agency or institution that maintains archives of the Association shall comply fully with the specifications in the agreement with the Association. Failure to comply with these specifications will constitute cause for termination of the agreement by the Association.

b. The archives must be organized and maintained in such manner that the contents are readily identifiable, accessible, and retrievable to serve users.

c. A report on the status and operation of the archives shall be made at least annually to the Board by the agency or institution that maintains archives of the Association.

Section 4.a. The agreement between the Association and an educational agency or institution that maintains archives for the Association may be terminated by a decision of either party.

b. A decision by the Board of the Association to terminate such an agreement must be approved by a majority vote of the members attending and voting at any regular Board meeting.

c. Written notification of termination by either party shall be given to the other party and must include a delineation of the reason for the decision.

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